

BUSINESS EDUCATION WORLD

SEPTEMBER, 1958

WORK EXPERIENCE

PROS and CONS

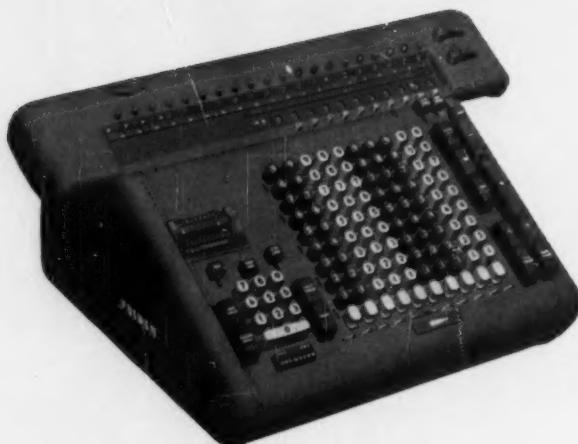
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A CALENDAR OF
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SEPTEMBER, 1958

VOLUME 39, NUMBER 1

BUSINESS EDUCATION WORLD

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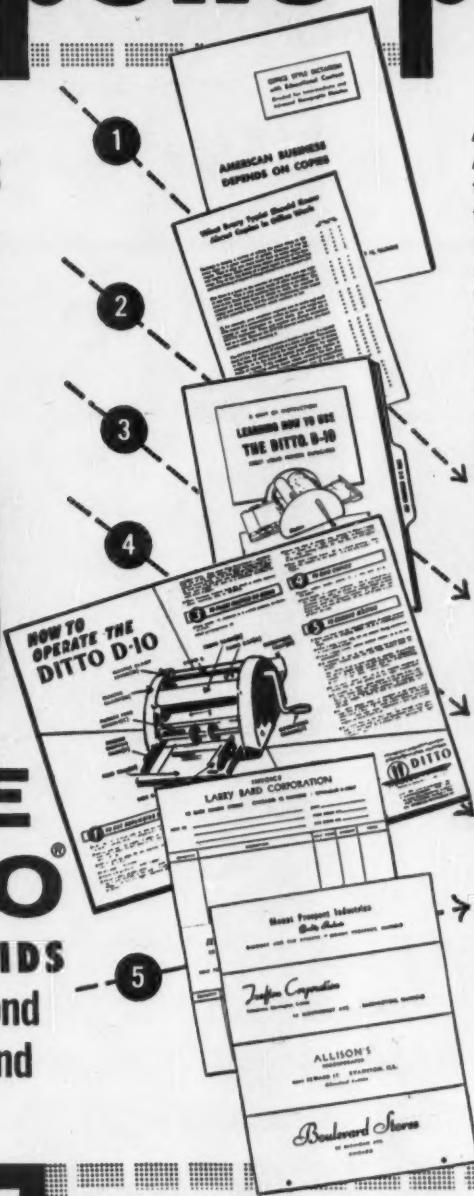
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HERE'S TO THE THIRD YEAR of our Problem Clinic department. May you readers make it as successful in the coming months as you have in the past. We are starting the volume with a brand-new problem that may (we hope not) ring a bell in your mind. It concerns the strained relations that sometimes arise between business and English departments. If you have the same problem, you may want to look for the answers that will appear in future issues; or, if you had the problem once but were able to solve it, perhaps you would like to offer your solution to others.

Remember, it's not for nothing. We'll again be offering prizes at the end of the year for the best problems and best solutions that we receive. The awards will be \$25 and \$15 for the two best *solutions* submitted and \$10 and \$5 for the two best *problems* submitted. All problems and solutions submitted between May 1, 1958, and May 1, 1959, are eligible for prizes. Send them to Problem Clinic, Business Education World, 330 West 42 Street, New York 36, New York. Oh, yes, one favor: if possible, send us *two* copies of your solutions, so that we can relay one copy immediately to the reader with the problem and retain the other for publication.

The following problem is signed, "Anonymous," as may be any problem or solution; but be sure to send us your name with the covering letter so you will be eligible for a prize. Following the new problem are two other problems, reprinted from last June.

SEPTEMBER PROBLEM

I am the only business teacher in a small high school that has three teachers of English, each teaching other subjects also. I myself have a license to teach English and am in favor of any and all good English practices we are able to teach to our students.

My problem, however, is one of a continual controversy between the business and the English departments. The English department does not recognize many things that I teach, and students are told in their English classes that many ideas I have stressed are taboo. For instance, the English department says there are two styles of business letters: block (which we call modified block) and indented (which we teach in general business for use with longhand, but no longer teach in typewriting in order to save time). I teach the strictly blocked style (which they refuse to admit exists), as well as the many variations of modified block style and (imagine the raised eyebrows) the NOMA simplified style. They teach two styles of letter punctuation, closed and open (which we call mixed); they do not recognize such a thing as our much-used open punctuation. My students are told that "cooperate" must be spelled with a hyphen; that rarely does a comma follow a prepositional phrase; and that a dash is rarely used and need not be learned.

My shorthand, typewriting, general-business, secretary's books—indeed, all my business texts and reference books—treat these matters quite differently, disagreeing at times on punctuation, but with a more simplified and consistent approach. For instance, the word "cooperate" may or may not be written with a hyphen; and I justify the use of commas after prepositional phrases by suggesting that when a natural pause occurs, a comma may be inserted. Some students in my shorthand classes have learned through workbook drills what prepositional phrases are; and for the first time they have understood adverbial clauses by referring to them as "as clauses" and "if clauses." Yet I feel sorry for them when their themes are graded

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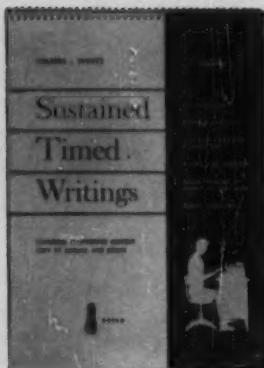
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down for punctuation that appears after prepositional phrases—as our shorthand book almost consistently does; and my heart went out to the girl who was sharply admonished when she let the term "if clause" slip out in English class. When the shorthand students promptly came to her defense, they were told, "But this is English, not shorthand."

I have bought and studied the English texts, remarking to my students that texts do not always agree but that I will not mark them wrong on things their English books teach, that either way is correct so far as I am concerned. Not so, however, from the English department. I have typed the rules of punctuation from our shorthand book and have presented them to the English teachers. I have asked them to view my texts, remarking that, while we vary somewhat, our rules are essentially the same. (To date, not one has ever asked for my texts.) They smile sympathetically, agreeing that we may vary, and continue to count wrong the slightest deviation from their texts.

To my students, I remark that versatility and adaptability, as well as tact, are qualities they must develop; that a rose by any other name would smell as sweet, in referring to the difference in names given open punctuation, block style, etc. I give in gladly, thinking that something is better than nothing, and that if our controversy has served no other purpose, it has certainly made my students aware that such things as rules of punctuation and letter styles do exist.

My main concern is that things I teach in all sincerity are not recognized, and I fear that students suffer as a result. We are all losers in this respect. Yet, if I will always give in, will my department lose its prestige? And do I become wishy-washy because I invariably say, "There is more than one way, and I shall accept either way"?

I should like to read the reactions of other business teachers to this problem within our schools and their treatments of it.

ANONYMOUS

JUNE PROBLEMS

1.

How can we encourage shorthand students to take jobs upon graduation that require the use of their shorthand ability?

Every year I see several of my students taking jobs that require only typing and office-machine skills. This concerns me, and I would like to know how we, as business-education teachers, can prevent it.

Recently I discussed this problem with a personnel director, and she said it was getting to be difficult to hire shorthand writers. Applicants (who had shorthand skill) were very willing to accept a job at less pay if they were assured of typing or office-machine work—but no shorthand!

It seems to me that we are doing a better job than ever before in training our students to write and transcribe shorthand with the various award programs, dictation records, more interesting textbooks, etc. The students whom I have trained in the past years and who have taken "stenographic" jobs report that they thoroughly enjoy using their shorthand and that they have sufficient skill. Hence, they are prepared!

I am a firm believer in the value of individual conferences with students throughout their high school work. At these conferences we always discuss the possibilities of stenographic jobs, etc. Yet, some who seem convinced, when talking to me, that they want to use their shorthand have taken routine jobs as mentioned above.

Is it not a vital problem to us then to keep these students interested in shorthand, so that they will make use of this skill that we and they have worked so hard to develop?

IDONNA BURKHART FLORELL
David City, Nebraska

2.

(1) Time and time again, students are discouraged by the low letter grades (A, B, C, D, and F) received on the letters they write. What is the proper and fair method of grading letters in business-correspondence classes? Textbook suggestions would be appreciated.

(2) How should grammar be taught? Should it be considered a skill and taught through the use of repetitive drills in the form of sentences? Or should grammar be learned in an incidental way, through a series of writing exercises—letters, compositions, etc.? Also, textbook suggestions for the course would be appreciated.

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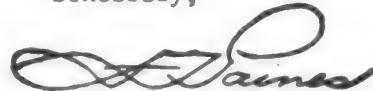
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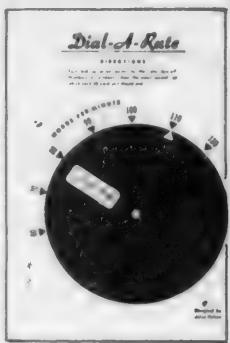
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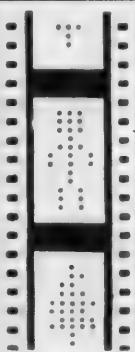


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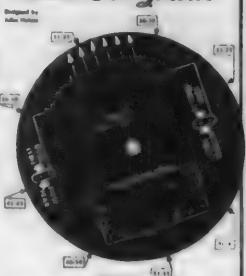
School _____

City & State _____

Total **A**

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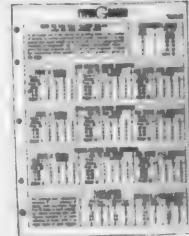
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To the Editor:

I was very happy to see the series of articles, "The Typing Teacher as a Technician," which began in the February issue of BUSINESS EDUCATION WORLD.

I have always considered the Teachers Manual of *Gregg Typing, New Series*, as the equivalent of a textbook in methods of teaching typewriting. This series of articles would certainly be a good supplement to that textbook.

I sincerely hope that "The Typing Teacher as a Technician" will be available as a reprint. I have recommended this series of articles to practice teachers of typewriting because I feel that they could not find this material anywhere else. In my own classes, I have adopted some of the technique-development tools recommended, and I am looking forward to the results predicted.

Thank you for this excellent contribution to the literature in the field of business education.

SISTER MARIE VINCENT, S.S.N.D.
Notre Dame High School
St. Louis, Mo.

To the Editor:

Congratulations to you for publishing the splendid series on teaching techniques for typewriting teachers. Also to Doctor Lloyd for his outstanding contribution, for I think this is the best presentation of this subject ever published.

I hope this series can be reprinted in a form suitable for general distribution. They should be convincing evidence of the value of BEW to classroom teachers and of the typing texts that Doctor Lloyd has co-authored.

EARL W. BARNHART
Madison, Wis.

To the Editor:

Alan Lloyd's series on "The Typing Teacher as a Technician" is a masterpiece in both the total amount of help it gives the typing teacher and the simplicity with which its ideas are made understandable.

I have made this series "must" reading for all my students in methods classes.

ROBERT M. SWANSON
Ball State Teachers College
Muncie, Ind.

EDITOR'S NOTE: "The Typing Teacher as a Technician" is available, complete, for 50 cents a copy. Quantity discount for more than 25 copies is available on request.

Let's ALL Teach English

CLAUDE D. LOVE

Central Michigan College
Mount Pleasant, Mich.

RECENTLY, I asked for a paper from the members of a class composed of college juniors and seniors. The papers came in neatly typed, with even right-hand margins, indented paragraphs, and well-arranged pages. As for content, the thoughts expressed were, on the whole, worth while and indicated that the writers had spent considerable time in reading and assembling the materials.

However, in many instances I had to exercise ingenuity to determine what the writer was trying to say. "It's" for the possessive "its" and, conversely, "its" for the contraction "it's"; "eny" for "any"; "ouned" for "owned"; "wellfair" for "welfare"; sentences with plural subjects and singular verbs (and vice versa); improper punctuation; no punctuation in cases where it was needed; poor sentence structure—these and many other misuses of the English language were present.

They Don't Practice

Why all this poor English? Was it because these students had not been taught correct English? I don't think so. I think the reason was that they had not been required to *practice* good English. Until all of us insist on good English, many students are going to be graduated from our high schools and colleges with poor language habits.

Some teachers are concerned about this problem and are willing to do something about it. Others, like a friend of mine who teaches mathematics, are not. When I mentioned to my friend that I thought every teacher should, to a degree, be an English teacher, he promptly asked me if I thought that every teacher should also be a math teacher. I replied, "Yes, to the extent that each teacher requires the use of mathematics in connection with his subject."

Where one subject-matter field overlaps another, the teacher has a responsibility for both fields. English overlaps all fields, and it is the responsibility of all teachers to see that their students use good English.

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FOR A LONG TIME, prominent educators have been insisting that the bulletin board is an invaluable implement for better teaching. In spite of their urgings, comparatively few teachers have tried to construct boards.

A little investigation will show that teachers can have many bulletin-board aids for the asking—from manufacturers, from publishers, from schools. I've attempted to assimilate this information in working out 18 ideas—two for each month, September through May—that will be helpful and interesting to students. In each case, I've indicated the best method of obtaining or building the display. I've also explained the theme and reasoning behind each choice, as well as its value to the student.

In order to be of value, a bulletin board must do one of these things: (1) introduce a new topic, (2) illustrate a principle, (3) review a topic, (4) exhibit student work, or (5) excite student interest.

Presenting helpful suggestions or ideas is not enough. The board must first draw the student's eye, then keep him interested enough to continue the thought of the display. As Thomas Koskey says in *Baited Bulletin Boards* (Fearon Publishers, San Francisco), a display must have: (1) appealing arrangement, (2) correlated color, (3) logical lettering, (4) captivating captions, (5) tantalizing textures, and (6) arresting realism.

The display should be changed every other week; "left-over" days each month can be used to feature cartoons from *Today's Secretary* or outstanding student work.

On all displays, let students participate and criticize.

SEPTEMBER, 1958
VOLUME 39, NUMBER 1

**BUSINESS
EDUCATION
WORLD**

SEPTEMBER

"Is This Me?"

Materials: Poster of Louis Leslie; paper arrows.
Display: Mount the large poster entitled "Hand Positions for Shorthand Writing," illustrated by Louis A. Leslie (obtainable from the W. A. Sheaffer Pen Company, Fort Madison, Iowa). Circle the poster with arrows pointing at the picture and asking such questions as: Am I pinching my pen? Does my elbow rest on the table? Is my pad secure? Let students draw and cut out the arrows from paper, print the questions on the arrows, and cut out the display title. (You might let students suggest alternate titles for the exhibit and vote on them.)

Theme: This display is presented first, on the principle that a shorthand student should learn good writing habits from her first day in class.

"I Always—"

Materials: Poster of Martin J. Dupraw; paper arrows.
Display: Martin J. Dupraw, shorthand champion, exhibits

A Calendar of **SHORTHAND BULLETIN BOARDS**

Here are month-by-month suggestions for this year's displays

JOHN PHILLIPS
Standish (Mich.) High School

LOOKING OVER their bulletin-board handiwork: Monica Yantz, Anne Kiley, Mary Ann Lentz.



perfect writing posture in the poster "Shorthand Writing Posture" (also obtainable from the W. A. Sheaffer Pen Company). Arrows point from pictures to rules of good posture, such as: feet on floor, paper away from body, etc. The arrows may be cut from colored construction paper to give variety, with the rules written on plain paper. **Theme:** Because it often happens that the shorthand bulletin-board area is either restricted or must be shared with other courses, good writing posture is not included in the first display. However, with the class only two weeks underway, a posture exhibit is still of value.

OCTOBER

"Eeny, Meeny, Miny, Mo"

Materials: Student shorthand notes of letters varying in length from 80 to 350 words; sample letters transcribed from each set of notes.

Display: Each letter should illustrate a different letter form and placement. Students can compare the different sets of shorthand notes with the corresponding letters in order to determine what margins to use. Use sets of notes that employ average-size outlines; an individual student can then make allowances for the size of his own outline. Starting with the shorter letters, place sets of notes with corresponding letters in two or more diagonal rows across the bulletin board. Decorate the corners by hanging typing erasers, pencils, and other transcription supplies on colored ribbons.

Theme: This type of display will aid students when they first begin to transcribe their notes on the typewriter. If you don't wish to start this activity in October (second year), exchange this display with one of the others.

"This Is My Best"

Materials: Student brief-form tests, homework, and any other good papers.

Display: Arrange the papers in an attractive manner. Intersperse stars, in the school colors, throughout.

Theme: After one month of practice, some students will be writing good shorthand. By posting their papers on the board, you will satisfy two worth-while teaching goals: (1) Some students will receive recognition for their outstanding work; (2) others will be inspired to greater efforts in an attempt to have their work posted. Individual examples of exceptional work can be posted throughout the year without taking too much space.

NOVEMBER

"Do You Know Your Paper?"

Materials: "Paper-pak."

Display: "Paper-pak" can be obtained from the Eaton Paper Company, 75 South Church Street, Pittsfield, Mass. Cut out small samples of each of the different types of paper. Number each sample and attach it to the bulletin board. Insert an answer key in the lower-right corner of the board. The package also contains information on the history of paper, its ingredients, and related facts, as well as a description of the methods of judging the quality of paper. You can use as much of this material as you have room for.

Theme: A secretary must be aware of the types, uses, and quality of paper. A bulletin board will impart this information without consuming class time.

"Good Use of Transcription Supplies"

Materials: Paper clips, wheel-type eraser, pencil, paper bag, construction paper, thumb tacks, rubber bands.

Display: Construct the figure of a man. The wheel eraser can be used, with the brush sticking up, as a beret. Curl strips from a paper bag, and surround the beret with them. Cut out a face from construction paper. Attach face, curls, and beret to the display. Insert two punch-hole reinforcements for eyes, and glue on a large nose. Make the body from a letter opener, and attach pencil stubs for legs (using rubber bands to hold them on). String two sets of paper clips for arms, with one arm holding a stylus. Around the "man," put strips of white paper folded over once. On the outside of each fold, ask a question pertaining to the use of one of the office supplies; inside the fold, type the answer.

Theme: Offering this bulletin board early will encourage student use of common office supplies in classes.

DECEMBER

"A Night Before Christmas"

Materials: Green yarn, red paper, glue or cellophane tape, Christmas poems and stories in shorthand.

Display: Let students arrange materials according to their taste, to achieve a Christmas atmosphere.

Theme: Seeing their own work on the bulletin board and "knowing something that the other students don't"—shorthand, that is—add interest and provide incentive. Your students can read the material to nonshorthand students. The Christmas theme capitalizes on seasonal activity.

"Merry Christmas"

Materials: Green and red yarn, list of Christmas greetings, glue, paper, string.

Display: Use glue to attach the yarn to the bulletin board in order to spell "Merry Christmas" in shorthand. If facilities are available, each student can make her own Christmas card, with a verse in shorthand, and present it to a classmate; otherwise, obtain Christmas cards with blank inside pages. Each card can be hung on the bulletin board with a colored string.

Theme: A good bulletin board can do much to hold student interest during a week when every teacher's job is harder.

JANUARY

"Something to Crow About"

Materials: Certificates, pins, book of rules, hand-drawn caricatures.

Display: After a week or two of joy and merriment, students need some form of incentive to get "back in the groove." You can provide it quite readily by setting up goals, then giving rewards for attaining the goals. Awards, rules, and tests are obtainable from the Awards Division, Gregg Publishing Company, or from Pitman Publishing Company. The caricatures can be drawn by students who have artistic ability. Center the display around caricatures of students holding certificates and displaying pins on their chests, or a student holding a book of rules for entering the awards contest.

Theme: The display makes students realize that they can attain temporary goals in shorthand; it's good motivation.

"Then and Now"

Materials: Student papers from first weeks of the course; current papers of same students; colored construction paper.

Display: The contrast between early shorthand papers and later papers shows students the importance of good shorthand notes. The comparison stresses the ease with which "cold" notes can be read when the outlines are clear and proportionate. Use psychology by mounting current papers on colored paper with special designs and attaching old papers to the board without special effects. Only good papers should be included. By all means, avoid contrasting good and bad papers of different students.
Theme: Students gain a good deal of confidence when they note the improvement in their shorthand outlines.

FEBRUARY

"Office Fashions"

Materials: Pictures of girls in office apparel.

Display: Ask students to bring in three or four illustrations of dress that they consider to be good examples of office wear. The class then votes on their relative appropriateness, after which the best ones are posted.

Theme: Few girls seem to realize the importance of being well groomed in the office. Giving the class the opportunity to work on this display will prompt awareness.

"Wheel of Success"

Materials: Six strips of various colored ribbons; several photos of secretaries at work.

Display: Place a picture of a secretary at her typewriter in the center of the board. Arrange the ribbons to form spokes leading away from this hub. At the ends of the "spokes," place photos of everyday activities of a successful secretary, with brief captions in shorthand pointing out the highlights of each picture—e.g., good employer-employee relationship, good personality, good work habits, good health.

Theme: This display impresses the students with a few of the qualities that make a secretary successful.

MARCH

"Is the Door Open to Your Boss?"

Materials: Construction paper; letter.

Display: Build a "man" with separate pieces of brightly colored paper. Leave narrow spaces between hands and sleeves, shoes and legs, etc. For the body, use a letter that is a model of good letter typing. The text of the letter should point out how the secretary can "open the door" into another firm for her employer by good taste and high quality production in letter typing. Show the man carrying a briefcase in one hand and attempting to open a door (made of construction paper) with the other. (See illustration at bottom of page 00.)
Theme: This display reminds the student that she will be an important part of her company.

"A Laugh a Day"

Materials: Pipe cleaners; "Memo to Miss Jones" booklet.

Display: Pipe cleaners are handy devices for forming shorthand outlines on the bulletin board. Attach the pipe-cleaner caption to the center of the board, then surround

it with a picture frame design made of cartoons from "Memo to Miss Jones" (single copies available from the Business Ed. Department, Florida State University, Tallahassee). The "Memos" discuss everything from applying make-up in public to gossiping at the water cooler.

Theme: Students are not always aware that their youthful actions are not socially acceptable in adult life. These cartoons will help them gain the proper perspective.

APRIL

"Look into Your Future"

Materials: Hand-drawn picture of crystal ball; slips of plain white paper; slips of colored construction paper.

Display: Attach the crystal ball to the center of the board. Within the ball, print the words "Success or Failure." On each side of the crystal ball, mount equal numbers of slips of white paper on colored construction paper. One side of the crystal ball should be headed "Desirable Traits"; the other, "Undesirable Traits." The traits should be listed in shorthand.

Theme: Introducing these qualities before discussing them in transcription class gives students an opportunity to think about them and perhaps expand the list.

"I Wonder?"

Materials: Photo of secretary at typewriter; paper clouds.

Display: Scatter 10 or so paper clouds around a picture of a secretary at her typewriter. Inside the clouds, print questions pertaining to transcription, such as: (1) Can I read my shorthand notes? (2) Can I judge letter length for attractive placement? (3) How can I make more rapid machine adjustments? (4) Spelling: one or two words? Hyphenated?

Theme: This display constitutes a good review. If students can't answer the questions, they can do research.

MAY

"What Will He Ask?"

Materials: Picture of interview; slips of construction paper.

Display: On strips of construction paper, write in shorthand the different questions that an employer might ask a prospective employee. Cover each strip with a blank slip of paper, fasten the slips together at one end, and attach them to the bulletin board attractively. The students will have to lift up the top slip in order to see the questions. In the center of the display, place a picture of a girl being interviewed by a company executive.

Theme: This subject is of exceptional interest to students about to graduate; forewarned is forearmed.

"What's My Line?"

Materials: Pamphlets of business schools in surrounding area; list of employment agencies; newspaper employment ads; list of employment opportunities through school.

Display: Divide the board into three sections entitled Further Education (exhibiting business school pamphlets and college bulletins), Employment Opportunities (listing employment ads and positions available through the school), and Leads to Positions (listing employment agencies in the immediate area and any other pertinent local information).

Theme: A great many graduating students are not sure of their next step. This display presents a few ideas.

The

BUSINESS TEACHER

as a

SCHOOL BUSINESS MANAGER

M. HERBERT FREEMAN

New Jersey State College
Montclair, New Jersey

CHARLES W. FOSTER

Executive Secretary
Association of School Business Officials
of the United States and Canada

Business teaching

backed up by work experience,
should qualify you
for a manager's job

THE ALERT business teacher is always looking for occupational information about new careers in business to bring to the attention of his students. He knows that, regardless of the business subject he teaches, he has the professional responsibility of providing as much vocational guidance as possible.

But how about his own professional career? Has he explored all the occupational possibilities in the fields of education and business? Has he ever stopped to consider his future in a field that combines business and education? Has he ever pondered the fact that whoever handles the business management of his school system should be an educator as well as a businessman? Is he aware of the excellent promotional opportunities in the professional field of school business management for business teachers who have both business and teaching experience?

We are posing these somewhat rhetorical questions in order to give the alert business teacher the same kind of occupational information he is always seeking for his students. Suppose we now ask—and answer—a few more important questions about the school business-management field.

Who is the school business manager? He is the person responsible for the administration of the activities of the non-certified (non-teaching) personnel in a public school system. He may be called business manager, assistant superintendent in charge of business, director of business affairs, secretary-business manager, administrative assistant—business, or something similar. Regardless of his title, he is responsible for the business administration of a specific school district or a whole school system.

What does a school business manager do? Specific duties vary according to the local situation, but the business manager usually maintains and improves the quality and usefulness of the school plant, teaching aids, and supplies. He also handles the business routines involved in school finance. He usually performs some or all of these functions:

1. Interviewing and recommending the employment of non-teaching employees who take care of the maintenance, transportation, custodial, cafeteria, and office duties.

2. Supervising the work of these employees, either directly or through assistants.

3. Supervising the financial records of the school: approving contracts and bills for materials and services, drawing vouchers on the treasurer of the board of education as authorized by the board, directing the purchase and distribution of school supplies and equipment, directing the construction and repair of buildings.

The business manager is a public school employee who is usually subordinate to, but in some cases even co-ordinate with, the superintendent in handling the business activities of the school system. In some states, many of the business manager's duties are defined by law.

What about the salaries paid to school business managers? Since he has such a responsible position, the business manager is usually the second highest paid administrator in the school system. He is generally next in line to the superintendent, and, in a few rare instances, he earns as much as the superintendent. A recent survey, made by the National Education Association and published in the April, 1957, issue of the *Research Bulletin*, shows that the median salaries of U. S. school business managers in 1956-57 were:

<i>School Districts (Population)</i>	<i>Salary</i>
2,500-5,000	\$4,750
5,000-10,000	6,075
10,000-30,000	6,687
30,000-100,000	8,090
100,000-500,000	9,240
Over 550,000	16,000

In a few places, school business managers are earning \$25,000 a year.

How do you become a school business manager? Requirements vary from state to state, even from city to city.

In a recent study, it was found that *experience* is a very important factor. Business managers themselves overwhelmingly favored teaching experience as a necessary requisite for the successful school business manager. Superintendents favored accounting, business administration, teaching, purchasing, and school administration as constituting desirable experience. Business leaders queried on the question emphasized business administration, accounting, purchasing, and school administration.

Everybody agreed that diversified *business experience* is desirable. All school officials agreed that *teaching experience* is a highly desirable fac-

(Continued on page 40)

IT WAS a beautiful day. The sun was shining; the air was cool. I had been preparing myself the whole weekend. The time had come when I was to prove, both to myself and to my supervisors, that I could handle a class—more important, that I could teach and explain material to others. But a question was haunting me: What if I do not like teaching after working so hard to get this far?

The first class I taught as a student teacher was advanced shorthand. I knew that I was to dictate five letters to these students, the transcription of which was to be their homework, and then dictate at different speeds for the remaining 55 minutes of the period. I thought I was well prepared for this. I had practiced several times at home in order to slow my voice down enough to dictate at the correct speeds for 60, 80, and 100 words a minute.

This class was assigned to me because I had been observing it for two weeks. I walked in, set my books on the desk, and reached into the drawer—or, at least, tried to—for the stop watch. Much to my surprise, the drawer refused to open on the first try. The bell rang and there I was—stooped over, tugging at the drawer, until I found that it took a special push and then a certain pull to open it. This so surprised and upset me that I could hardly start class. A new thought occurred to me: if I cannot even open a desk drawer, what must they think of me? I was afraid to leave the desk for fear that my legs would shake.

I gave the preview—once. This, I later learned, is never enough. I forgot that I was *teaching* the material and that the students did not know as much as I did. Then I continued to dictate the material as I had been doing. Nothing I did was right. I spoke clearly but not loudly enough. I used the correct rate, but how monotonous can your tone get? I dictated but never had the students read back or check their notes. Believe me, I sounded like a stuck record or a talking parakeet, very



Those first weeks of practice teaching may be disconcerting. But let's face it—it's all part of the game when . . .

A STUDENT TEACHER TRIES HER WINGS

PATRICIA E. MACKEN

memorized and not at all as if I were really dictating material.

Of course, I assumed that the clock in the classroom was correct. I dictated right up to the time I thought the bell was to ring. It was then I discovered that there were 21 minutes left in the period! What could the

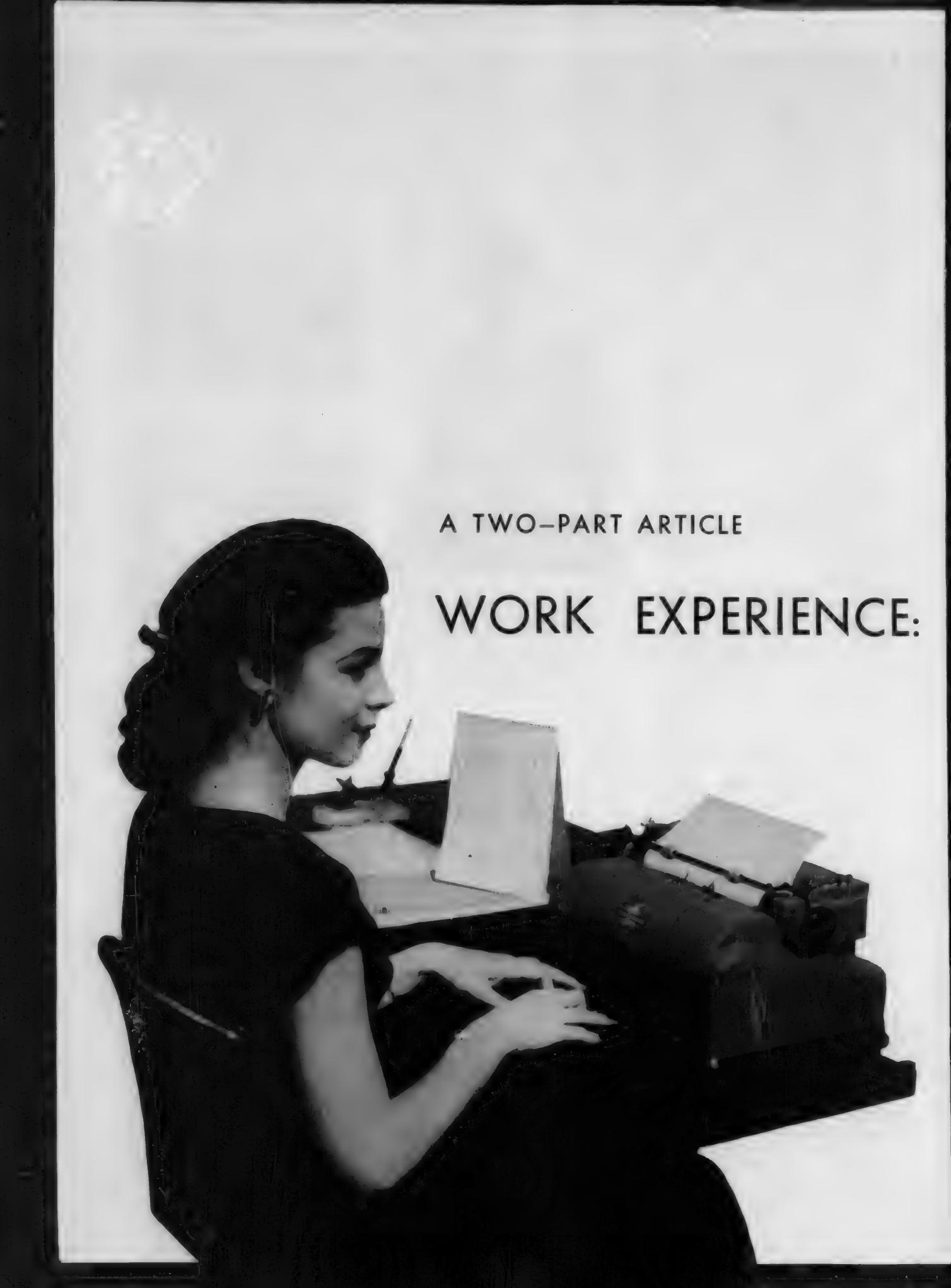
students do? I had them start their homework. So everyone finished together, of course, and started talking to her neighbor. I then took a backward step and had the students read their transcription notes—something that they should have done during the time I was dictating them. At the welcome sound of the bell, I walked from the classroom, realizing what a mess I had made of my first class. I had three minutes before the beginning of my next class, Typing II.

I knew that I must redeem myself. I could not let the supervising teacher think that I was not able to teach. After all, I had not gone to college for four years just to say I could not teach—rather, to say I *could* teach. I had to prove it. The most terrible thing that happened in Typing II occurred when I instructed the class to set up for a 10-minute writing. I said that those students who wished to use electric typewriters could go into the office-practice room, which is located next to the typing room. "This is not going to be hard to handle," I told myself, as I walked to the connecting door to start the writing. I said, "Start!" Those in the office-practice room started, as did a few near the door in the typing room. The rest looked at me. I had to repeat the starting signal, but by then, of course, precious time was lost. I had to learn to speak louder.

In my opinion, my first week of teaching was quite poor. In my second week, however, things did not go too badly. I was learning. I will never forget, though, the one-page letter that I told students to put on a half sheet of paper. My supervising teacher had to tell me it wouldn't fit. What a humiliating experience that was!

The time came when I was to introduce new material. I gave instructions once and then told the class to start typing. This never works either, I found out the hard way. When it came to teaching the indented style of letter writing, I worked at the typewriter, with the students

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A TWO-PART ARTICLE

WORK EXPERIENCE:

1. Practice not Panacea

the Pros and the Cons

JOHN L. ROWE

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MOST EDUCATORS BELIEVE that co-operative training programs are worth while because they provide a type of realistic training not otherwise obtainable. There are, however, both strengths and weaknesses in work-experience programs that teachers and administrators should take into consideration before offering these units to business students. They might be summarized as follows:

STRENGTHS OF A CO-OPERATIVE PROGRAM

1. *It correlates the teaching of business subjects with the needs of the business community.* Business education fails in its purpose unless it accomplishes this. Since no textbook can authoritatively define the needs of every community, it is important that there be a continual interchange of ideas between the business department of the school and the local business leaders. In a realistic business-training program, the students and the program supervisor will be effective channels for spreading all information between the school and community.

Business teaching is often too academic in its methods—theoretical rather than practical. It is characteristic of many business teachers to rely on the textbook as *the authority*. Business, however, is both practical and specific. Techniques and procedures vary considerably in the same business community as well as between communities. The work-experience program permits an alert supervisor to observe new methods and procedures in the local community and to recommend changes in the office-practice course or business curriculum when they are clearly needed. There can be no doubt that the high school business curriculum should be planned to meet the needs of the business community it serves.

In one situation, a school administration believed stenographers needed a shorthand speed of only 80 wpm in order to be employable. Through a work-experience program, however, they discovered that stenographers need a speed of 100 to 120 wpm in order to serve satisfactorily in business positions.

2. *The program serves industry by providing partly trained students for its labor needs.* At the present time, there is a great demand for people trained in the business skills, even when that training is not complete.

For example, the student typist at the beginning of the senior year in high school may type 40 and 50 wpm, and his shorthand skill may not yet be fully developed; yet this student can find useful employment as a typist in most business concerns during seasonal peaks. And in the salesmanship class, to cite another instance, are students who can work in stores at Christmas time, gaining experience that can be of benefit to themselves, the school, and business.

A well-planned work-experience program is related to the labor needs of the community, but it must be a co-operative relationship, since the scheduling of students for work experience may not always be adaptable to business peakloads.

3. *It permits the adolescent to make a gradual adjustment to work and some responsibilities of adulthood.* Many students have difficulty in making this adjustment on their first job. Their senior year in high school consisted of a varied program, with often no more than one hour given to a particular subject and with activities changing frequently throughout the day. When he finds a job, however, each student has to adjust immediately to an entirely different type of activity—working eight hours a day, working at one task, etc. Initiation into the business world should be a more gradual process, such as the co-operative program makes possible. Under these programs, the student's first contact with the working world lasts a few hours a day, sometimes half a day. The student's attention span is slowly extended, while his interest is increased. He thus adjusts normally to the monotony of many assignments given to beginning workers.

The work-experience program gives the adolescent student a little more time to grow up to the responsibilities of adulthood. It permits him to make a social as well as a business adjustment at the time he needs it most. All too frequently, a student's sense of values is distorted by the limited atmosphere of the classroom and by the vagaries of youth. Now he has to learn other modes of behavior. He must put aside the fads, the manners, and the dress of the high school campus and measure up to the standards of business.

Work experience also engenders respect for honest labor. The student soon learns how his small part in the

total work program contributes to production. He learns various aspects of discipline that may not have been very realistic to him in school. For example, in business he is expected to report for work on time. Tardiness may be overlooked once or twice, but he cannot get away with it regularly by presenting an "excuse" to the supervisor.

4. *The program serves as a guide for students wishing to explore possible business experiences.* One student may find that he does not care for most of the tasks assigned to him in the business world but that he does enjoy one or two specific activities. For example, he may not like telephoning or meeting the public but may like keeping records. He can thus be saved from floundering on his first job, if there is time for him to receive training in jobs in which the major activity is recordkeeping or bookkeeping. Or, another student may find that he prefers operating the calculating machine to all other activities. He therefore might be given additional training in the office-practice class in order to prepare for a position in which comptometry would be the major activity. It is also possible that a student may find through work experience that business is not the vocational field for him. In this case, the guidance counselor should make a special effort to direct him to further training in some other area of work. In other words, work experience provides enough of the so-called "harsh realities" to enable the student to sample various kinds of business employment. It is a trial run of his skills and capabilities.

Co-operative work experience provides an opportunity for both the student and the teacher to evaluate their work. For instance, shortly after the students have been placed in part-time jobs, they may encounter considerable difficulty in the use of the telephone. The office-practice class, then, should concentrate on improving telephone technique. Or, perhaps the students have not mastered the technique of erasing. This skill is then presented again and refined through class instruction. Work experience thus brings to light how much the students have learned and how well they have learned—and been taught. Effective remedial teaching is made possible.

5. *It provides practical motivation to the business student.* It is an accepted principle of teaching that students learn best when they face real problems and situations. When confronted with a problem that affects us personally, we make every effort to solve it. Live subject matter is best for learning. It creates the strongest motivation for the student.

In a work-experience project, the student learns for the first time that a misspelled word makes a letter unavailable, that he must type the letter over if he fails to make a carbon copy, that an incorrect address or misinformation costs a business firm money. Of course, the student has heard these facts many times in class, but they do not sink in until he has encountered them directly on the job.

Classroom Less Realistic

Work-experience situations are far more realistic than simulated situations in the classroom. Unfortunately, many business textbooks create a false sense of values for high school students. In school, the student takes dictation from "the president of the company," or at least no one less important than the general manager. Yet it is a rare instance where a high school student begins work as secretary to the president of a firm. That position is usually filled by the most competent stenographer in the organization. In-service training presents, therefore, a more realistic picture of the many tasks that beginners perform; textbook glamour jobs are few and far between.

Note that work experience also brings the student into contact with some of the best sources of information in his chosen field. This in itself is a strong motivating factor; the student has the advantage of improving his untried skills and knowledge by observing experienced personnel.

6. *It provides an opportunity to train on machines not in the school.* Many school systems cannot afford to equip the office-practice room with expensive office machines. Bookkeeping machines, for example, entail a large investment for any school. The co-operative program helps to reduce the outlay for equipment, therefore, without depriving students of essential skill training. At the same time, business is serving its own interests by assisting the training of skilled

workers to meet the clerical labor shortages.

7. *If permits the students to observe business work cycles; it broadens their view of the business field.* Business teaching is too often confined to the subject matter being taught. In the bookkeeping class, emphasis is placed on bookkeeping as the center of business activity. In stenography, one would think that there was little activity other than dictation. In typing classes, students sometimes get the view that the only machine used in business is the typewriter. We teachers are sometimes overzealous in promoting our special subjects. Indeed, we are often jealous of them. Our students absorb some of these prejudices and then—what a revelation their first job is to them!

The co-operative work-experience program overcomes such a restricted viewpoint. The student soon sees the close relationship of one skill to another. The militant stenographer learns that, although stenography may be an important skill, it is not the only skill. The contributions of the various skills to the business work cycle is something that never can be simulated effectively in the classroom. Co-ordinators should see to it that students have the opportunity to observe this flow of work. Relationships that are not readily apparent should be pointed out and should be brought up for discussion in the office-practice classroom.

8. *It increases the opportunities for satisfactory postgraduate employment.* Today, of course, high school graduates with skill training in business have no difficulty in securing satisfactory employment. In normal times, however, this employment is often a problem unless further post-graduate training is offered.

Work-experience trainees, if they have been at all successful, may avoid this, for they are frequently kept on the payroll in a full-time position after graduation. Businessmen naturally feel that they have a stake in the training of the student, and to capitalize on it fully many keep the individual in their employ. Many firms look on co-operative training as a probationary period, during which they decide what students they want to engage permanently. An enterprising student may even create an opening where there was none be-

fore. Whether or not a student is retained, however, the experience has been valuable to him; and the recommendation of the businessman will help him to obtain full-time employment elsewhere.

9. It reduces absenteeism, tardiness, and dropouts. The student soon learns that he cannot be absent or late, that his value to the firm depends to a great extent on his dependability. By the same token, he learns that he will not get the most out of his schoolwork if he is absent or tardy. Here again, an adult attitude is cultivated, which carries over to schoolwork.

Through work experience, the student sees the value of the educational training he has received—and perhaps neglected. Studies reveal that there are fewer dropouts in the senior year in schools sponsoring work-experience programs. This is probably due to two factors: (1) the student sees the value of education in business and decides to get as much education as possible, and (2) the compensation derived from part-time work enables him to continue his schooling.

10. The program serves as a public-relations medium for the school in the community. When high school students are placed in part-time positions and are properly supervised by high school personnel, much can be done to strengthen the school's public relations. The school becomes a strong force at work in the community, not just a building on a city block.

Because of the supervision required for an effective work-experience program, teachers have the opportunity for visiting businessmen, building friendly relationships, and observing practical operations. Through these contacts, the high school business teacher learns of the needs of business and is better able to plan the type of training his department offers. The school is brought into direct contact with the public it serves.

WEAKNESSES OF CO-OPERATIVE PROGRAMS

Although co-operative-training programs are recognized to be educationally sound, there are certain weaknesses that teachers and administrators should take into account

when planning such programs. Business teachers should not look on the work-experience program—or any program, for that matter—as a panacea for all the ills in business education. In some instances, this has happened with unfortunate results. The weaknesses in these programs are discussed below to forestall this kind of thinking—with its inevitable failure—not to forestall the development of this type of education. Most weaknesses, as you will see, can be overcome by careful planning and close supervision. Here, then, are the disadvantages of a co-operative program.

1. It limits the period of a student's general education. The business student receives far less general education than the academic or general student. Much of his program during his last two years in high school is given over to skill subjects of a vocational nature. Since the business student usually obtains a position after graduation, his formal education, in most cases, terminates at this time. If this student participates in a work-experience program, he has even less opportunity to take general-education subjects. Certainly business students cannot afford to neglect their general education. When work experience interferes with a student's general-education program, the situation must be deplored.

2. It limits the period of skill building. Not only does the work-experience program limit the student's general education, it also reduces the in-school time that may be devoted to developing basic vocational skills. Although the point is somewhat controversial, many teachers believe that very little skill is developed on the job because of the problem-solving nature of most job activities. If this is so, it may be argued convincingly that it is of greater benefit to the student if he is given more advanced class training in the skilled subjects, rather than a job requiring a minimum of skill.

3. It deprives students of participation in extracurricular activities. The co-operative-training program usually takes place in the senior year, the time when extracurricular activities assume their greatest importance. These extracurricular activities, such as planning the senior prom, the senior class play, graduation activities,

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IT IS SELDOM that one meets a distributive-education co-ordinator who is not wholly in favor of a school store as a part of his training program. But one would find many more school stores in existence if the first hurdles in setting up a store were more easily overcome.

Because of the success of our store at Poughkeepsie High School, I have received many inquiries concerning its organization. With the hope that my experience may help others to open their own school stores, I would like to tell you of the problems we met and the co-operation we found at Poughkeepsie.

The only true justification for operating a school store is that it fills a training need and that it renders a helpful service to the school. If your school has a co-operative work-experience program that is in order, and if you have decided that stores do not seem to give your students the broad experience required by executives, you need a school store.

A store gives distributive-education students the rare opportunity to experience the actual operations of store management. A student may be manager, salesman, advertising executive, or any other individual he would ordinarily be prevented from

even observing while participating in a genuine store-experience program.

One of the local merchants, when hearing about our plans to expand our school store, called up and asked if it was really necessary to go into competition with local merchants. Our reply, which has been given over and over, was "*We are training store workers for you; we give them the experience they are unable to achieve on Main Street.*"

Contrary to what might be expected, this merchant and others went for our store one hundred per cent. A few even asked us to push some of their slow-moving items. Two merchants had invested in merchandise specially marked with the school seal, but when demand for this merchandise never resulted and their shelves showed a quantity close to the original purchase, they called on the school store. We sold nearly all the remaining items (belt buckles and photograph albums) and turned over the money to the two merchants. In return, they sent us a 20 per cent commission check.

If your DE program is to be run correctly, the superintendent and principal must be sold on it. Your first step, then, is to speak to them and explain the operation of the

store and the need for such a store. When these school administrators have been sold, the next thing is to sell the idea to your advisory board. (If you think the administration may be difficult, sell your advisory board first and then have it help you sell the administration on the idea.)

With the help of the advisory group, the local Chamber of Commerce can be approached for endorsement. Although this is not always necessary, most co-ordinators appreciate the help of the Chamber and its desire to work with schools.

Getting Started

If a room is available where merchandise might be stored, use that room. A movable showcase might be useful as a starter. Roll it in front of the room entrance and use it as a counter. *Our store started in a clothes closet, with a sales window cut into the hallway.*

Many schools use the rear of the distributive-education classroom because this room sometimes already has a practice store in it. One elementary school store that our DE department set up in Poughkeepsie has a counter on wheels that is stored in the basement and brought up to the main floor only during

How to open a school store

JOSEPH C. HECHT

selling time. Although the physical plant is important, the first idea should be to get the store started as best you can. Time and store profits will take care of the store's physical facilities. Later on, in fact, profits will enable you to build up the store and buy equipment that ordinarily would not be supplied by the Board of Education.

In most communities, there are wholesalers (or jobbers) who supply the local stores with merchandise. If a wholesaler cannot be found locally, seek aid from a local merchant who handles items similar to those you intend to carry. If you do not have money available to pay for the stock, ask for a credit arrangement with the wholesaler. Most wholesalers will work with the school store and permit the store credit when the coordinator explains the store's function. We received as much as 90-day credit, although the average was only for 30 days. We now pay our bills in 10 days to take advantage of the discount.

Of course, a new store's success depends on its appeal to the students. The basic principle to remember is that merchandise makes the store. A modest beginning may be made by the investment—cash or

credit—of about \$75 in these items:

1 gross of 5¢ pencils, at \$4.80 a gross;

500 plastic book covers selling for 10¢ each, at \$35 per 500;

2 dozen 5¢ ink and pencil erasers, at 80¢ for 2 dozen;

50 imprinted ball-point pens to sell for 30¢, for \$10;

1 dozen \$1 loose-leaf binders, at \$8 a dozen;

2 dozen compasses, at \$1.60 a dozen;

4 dozen 10¢ plastic rulers, at 80¢ a dozen;

½ gross of five-hole narrow-ruled paper, at \$9 a gross;

¾ gross of five-hole wide-ruled paper, at \$9 a gross;

2 dozen five-hole loose-leaf organizers, at \$1.20 per dozen.

This equipment might be considered basic stock for a new school store. All of it may be purchased locally, except the plastic covers (for these see sources below). As business increases, more stock should be added, of course. School-emblem sweat shirts, gym bags, banners, and the like are good investments; but a limited order is advisable at first.

A little salesmanship on the part of students running the store might convince the teachers to let the store

handle the subject-review books (and paperback examinations selling for 25¢ to \$1). At the end of each term, these fill a big part of our sales volume. The good practice of having a want sheet is also recommended. In this way, you keep your own record of customer requests.

How to Recruit Workers

Some school stores—like the one in Poughkeepsie—stay open from 8:25 a.m. to 3:30 p.m. Others are open only during lunch hours, while still others are open only a half hour before and after school. (The schedule is up to the school administrators and the co-ordinator.)

At Poughkeepsie, the store is open every period, with one DE and two non-DE (freshman and sophomore) students running it during their study periods throughout the day. Distributive-education students are the "backbone" of our sales crew, and only those passing every subject may give up their study period to work in the store.

We announce the staff openings at the start of the term, so that the store manager may interview each applicant. If the applicant makes a favorable impression, he is hired;

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NOMA day began in our school in 1957, under Robert N. Stewart, educational committee chairman of the Kansas City (Kansas) chapter of the National Office Management Association, and myself. At that time each senior in the stenography class became a "secretary for a day" at a local firm of her choice. Our experience may prove interesting to you. Each visit required some preparation, of course.

After the NOMA member-firms ex-

tended invitations for one or more students to spend a day in their offices, permission had to be obtained from the principal for the senior girls to be absent from school on the particular day. Then we got to work in the classroom. A list of the host offices was posted in the classroom, and each student signed up for the office she desired to visit. All offices had offered to provide transportation for the students if they needed it, but most students were able to pro-

vide their own transportation. Two weeks before the day of her visit, each girl wrote a letter to her NOMA host, telling him it was she who had accepted his invitation and suggesting to him what she would like to do while she was at his office.

On the day of the visit, each student dressed as a secretary, not a "bobby-soxer." Each arrived at her office at the start of its working day, was the guest of the company for lunch, and went home at the end of the working day. In the larger offices, the girls spent the day observing the work of the employees and listening to each department head explain the duties of his department. Other offices put the girls to work in some of their departments for a few hours. Many offices gave the students interviews and application tests. Several girls were offered a position with the firm they visited. Some accepted the offer; others, who planned to attend college in the fall, regretted they could not accept the offer.

After they returned to school the next day, the girls held a discussion. Their consistent reaction was amazement at the amount of work and responsibility a secretary had. Nor had they been able to visualize the large files and the many methods of filing. Also, the number of modern office machines had been a real eye-opener to many, although each girl had spent a full year on electric typewriters and most of them had completed a full unit on business machines.

Each girl gave a three-minute oral report to the class, describing her personal experience at the office she visited. The next day each girl handed in a typewritten report to the teacher. This report, along with a letter of thanks from the teacher, was sent to each participating office. Many girls also wrote letters of thanks to the offices they visited.

This day was repeated in April, 1958, with 67 senior girls being received by 26 offices in the Kansas City area. All types of firms participated—manufacturing companies, banks, insurance firms, and so forth. These two visits have been so rewarding that we hope it becomes an annual event each spring. We hope every stenography student of ours will soon look forward to this day as the one in which she will receive a clearer picture of the business world.



Senior steno students visit a Kansas City firm for a closer look at the business world on . . .

NOMA Day at the Office

RUTH PACE

Shawnee-Mission High School, Merriam, Kansas

THE HIGH MORTALITY RATE in bookkeeping and accounting is something that a lot of teachers seem to pride themselves on. I've never been able to understand why. The subject isn't so difficult that a person of average intelligence shouldn't be able to pass it. A large number of failures simply indicates that the teacher himself has failed.

Do you believe that anywhere from 20 to 50 per cent of bookkeeping and accounting students are so stupid that they cannot master the subject? This is what many teachers are telling us when they turn in their final grades; in fact, I know of one college where 70 per cent of those taking the first course in intermediate accounting regularly fail, and a high school where 20 students in a class of 40 failed.

Let's examine a few possible reasons for this high mortality rate.

Teacher's Attitude. A considerable number of teachers go into the classroom at the beginning of the term with the intention of scaring students by telling them how hard the course is and how many are going to fail. Many teachers *try* to make the course hard and *try* to fail a large number of students; they evidently believe that a student should come close to a nervous breakdown before receiving course credit. Probably many of these teachers had difficulty with the subject themselves, and they reason that everyone else should go through the same experience. Suffice it to say that keeping students under constant pressure induced by the fear of failing is not good educational psychology. Few students do their best under such circumstances.

Approaches and Methods. A number of teachers deviate too much from the approaches and methods of the textbook they are using. For instance, a teacher may prefer the ledger approach in presenting the bookkeeping cycle, whereas the text follows the balance-sheet approach. This can lead only to confusion for the average student who tries to follow the teacher in class and then goes home to study the textbook. The same comment applies to several other phases of bookkeeping subject matter.

The teacher should, as a general rule, try to select a text that agrees with his own ideas as closely as possible. Where disagreement still exists, he should, for the students' sake, follow the textbook. (I will admit that, in advanced accounting classes, deviations can be justified; but we are referring here to beginning classes.)

Taking Care of Individual Differences. Although some teachers pay too much attention to the matter of individual differences, my own observation has been that the majority completely ignore it. I believe that the matter deserves some attention, even in a college class.

Every student is entitled to a little guidance and encouragement in order to achieve his potential. There are going to be too many unjustified failures as long as some teachers insist on "treating all students alike," when in reality no two students are alike. I would not, however, suggest a lowering of standards; we can handle individual differences without resorting to that.

Opening the Gates to All. The fact that, in most of our public schools, any student who wants to take bookkeeping is allowed to do so has contributed greatly to the

Why the high mortality rate in bookkeeping?



Failing half the class is not a valid objective

mortality rate. In spite of excellent teaching and extra help outside of class, the fact remains that some students apparently do not have the intelligence to master the subject and others are not particularly interested in doing so. Too many enroll because "My parents wanted me to take it," or "I needed something to fill out my schedule." A little guidance in the beginning would prevent a great many failures later on.

Daily Assignments. I have no comments on whether or not we should give grades for daily bookkeeping assignments; I consider the matter unimportant. What is important is that we use daily assignments not as busy work but as useful learning devices. I've found that many teachers *never* go over the assigned problems in class, but simply collect the homework each day; the student never knows whether his work was done correctly or not. Then the teacher raises the familiar cry, "My class isn't progressing the way it should!" True—but because the teacher is dragging in the harness!

Practice Sets. I suppose we've all heard about the bookkeeping teacher who assigned seven practice sets in first-year bookkeeping so that he'd have more time to do personal work and slip out for coffee; and the teacher who, while the class worked on practice sets, listened to the radio and knitted!

Practice sets, if used correctly, can be a valuable teaching aid and an enriching learning experience for the student. They can assist the teacher in putting across the subject matter; *they cannot do it for him*. Lazy teachers are not effective. They constitute another factor in high mortality.

Chalkboard Demonstrations. It is imperative that the teacher use the chalkboard throughout each period—unless, of course, he uses an overhead projector or similar equipment. Simply talking about the subject will not bring results. No surgeon ever performed an operation until after he had watched a number of operations being performed. The bookkeeping student needs to see the operations being performed, too. The best teachers I've ever

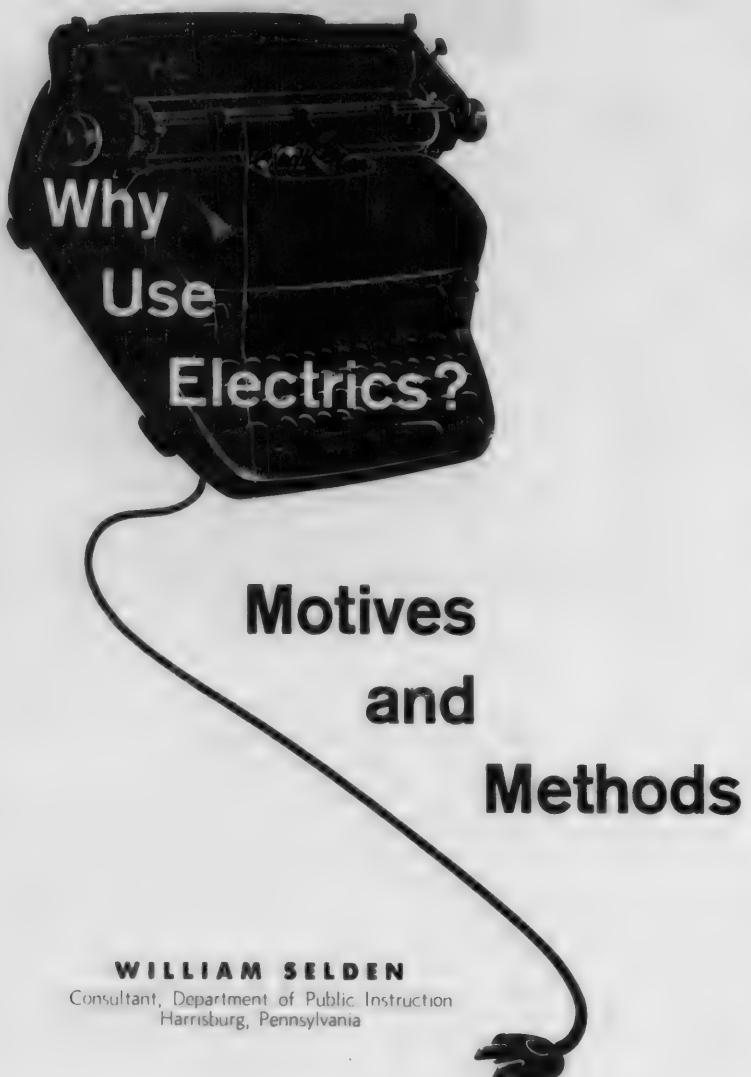
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WE ARE NOW in a transitional period between the manual and the electric typewriter. This period started at the beginning of the present decade and may possibly continue for the next ten to fifteen years. In 1950, one typewriter out of every twenty that industry purchased was electric. Today, one typewriter out of three that industry purchases is electric. According to conservative predictions, one typewriter out of two that industry will purchase in 1960 will be electric. As far as schools are concerned, approximately one machine out of eight being currently purchased is an electric typewriter.

From time to time the question is asked, "How many electrics and how many manuals should there be in a school that has a given number of typewriters?" It is not really necessary to make a survey of the number of electric and manual typewriters being used by businesses in the immediate area and the speed with which these firms plan to change from manual to electric machines. The fact is that the electric typewriter is a superior teaching tool and should be introduced into schools. There are at least four reasons for this. First, the electric requires less teaching time. Second, the electric is an easier machine than a manual to operate. Third, the electric makes it possible to teach more students on a limited number of machines. Fourth, the electric motivates students to a greater extent than does the manual.

This writer believes that since the electric typewriter is preferable to the manual typewriter, we should settle for nothing but the best. Sometimes we business educators conform to a norm or perhaps give in to the fascination manual typewriters may have for us. Instead, we should make every effort to do the job expected of us, that of developing competent typists at a minimum cost. This cost should be measured, moreover, in the student time required for learning to type, not in dollars and cents.

Perhaps you are thinking, "Yes, but what about budget limitations?" All school districts have budget limitations, of course. But administrators are employed to set up and run a budget that meets the needs of the students as well as the needs of the community. In other areas of education where equipment is needed for students, such as in ath-



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letics, there does not appear to be a budget limitation. Moreover, in this Sputnik era, our job is to improve our educational offerings. Not until a school has electric typewriters for all its students can a teacher feel that, basically, a professional job is being done. A definite programming pattern should be developed for procuring a given number of electric typewriters each year.

Business education is often the measuring stick by which businessmen evaluate the high school curriculum. Business has four practical reasons for using electric typewriters, and it usually expects schools to train their students according to these modern standards. First, more carbon copies can be made, for electric typewriters have a special key for impression control, permitting the type bar to strike more heavily. Second, the overall appearance of the finished product is generally superior because of the uniformity of type. This is significant in the typing of important letters. Third, the element of fatigue, especially for the worker who types constantly, is materially reduced. This, of course, creates better working conditions. Fourth, the rate of production is as much as 20 per cent greater. In fact, a survey made by two separate government agencies—the State of Connecticut and the United States Air Force—reports the following: "If a manual typewriter is used only 37.9 minutes per day, electric replacement is warranted." (*Typewriters: Electric or Manual?* Remington Rand, Division of Sperry Rand Corporation, New York)

It is therefore extremely important that business-education departments have modern equipment to meet this demand. If we believe in the need to instruct students on electric typewriters, let's sell this fact to both administrators and school boards. Otherwise, let's condemn the electric typewriter and use manuals.

Typewriting textbooks in use today have been prepared for giving instruction on manual typewriters. However, these books can also be used for instruction on electric typewriters. The difference is that a class using electrics can cover the material at a more rapid pace. Typewriting companies have prepared some excellent publications and teaching aids to supplement the adopted text. This material covers instruction generally offered during the early stages

of the course. One example is *Electric Typing is Easy Typing*, by Earl G. Nicks and Robert J. Ruegg (Underwood Corporation, New York, 1955, 28 pages).

As was indicated earlier, greater progress is usually made in both accuracy and speed when beginning students are instructed on electric typewriters. There are many significant reasons for this.

First, it is not necessary for the teacher to spend time teaching students how to return the carriage, because electrics have a carriage return key on the keyboard. This is often a stumbling block to students on a manual machine, and frequently a great deal of time is spent on practicing the technique of returning the carriage neither too rapidly nor too slowly.

Second, the use of the weak third and fourth fingers does not present a problem on electrics. When training on the manual machine, however, these fingers may need to be strengthened to develop the proper touch. Manuals also, of course, require the student to depress the shift key with a weak fourth finger.

Third, typing rhythm does not offer a problem on electric machines, because instead of stroking or "clawing" the keys of an electric, the student merely taps them. Rhythm is gained from a rolling rather than a plunking motion.

Fourth, the more level keyboard of electrics reduces the amount of drill necessary in the early stages of instruction. For instance, drills such as *ju7j ju7j*, etc., can be held to a minimum.

Fifth, it is much easier for a student to keep his eyes on the copy because he need not trouble with the carriage return. Other mechanisms also ease the operation of the electric typewriter and let students concentrate on the keyboard or special keys. This means the keyboard can be taught more quickly; this, in turn, leaves more time to devote to other aspects of typing instruction.

Using Both in Same Classroom

There are many schools with only one or two electrics in their typewriting room. When this is the case, the one or two electrics should be utilized on a remedial basis for the first-year typing students who are having trouble with the manual typewriter. There have been many cases where failing students were placed

on the electric and made excellent progress. In second-year typewriting, students should take turns practicing on the electric machines. This, of course, implies the need for a carefully prepared rotation plan.

In schools with five or six electrics in the typewriting room, it is a good idea to have student helpers in the first-year typewriting class. A few students, who have had one year of typewriting and have a study or free period during a first-year period, can be of great assistance to students at electric machines. Students who receive the most practice on these electrics should be the ones who find manuals difficult.

The instructional approach is different if there is a room with approximately an equal number of electrics and manuals. In this case, it is necessary at the beginning of the term to arbitrarily place half the class on electrics and the other half on manuals. At the end of the first six-week period, the students should rotate from the electrics to the manuals and vice versa. After the second six-week period, it seems advisable to place the weaker students on electrics for the third and fourth six-week periods and the better students on the manuals. During the last two six-week periods, the students who had been on the electrics during the two previous six-week periods should rotate to the manuals and vice versa. The teacher, from time to time, should deviate from these suggestions. These deviations will depend on the students' likes and dislikes, individual progress, etc. There is need for more experimental research in this area.

Some schools have two typewriting rooms—one equipped with electric machines and the other with manual machines. Here, the question sometimes raised is: "Should beginning students be trained on electrics or manuals?" I suggest that beginning students be placed on the electrics. "The electric typewriter can take immediate advantage of the beginner's enthusiasm and interest," states a recent publication, "because it puts the simplest possible typing tool in his hands. From his start on the electric typewriter, the student can progress naturally from the simple to the more complex, a fundamental educational concept." (*Electric Typewriters in Education*, International Business Machines, New York)

(Continued on next page)

Introduce the electric, not to prepare students for office duties, but to teach

Nor should there be any difficulty for students going from the electric to the manual typewriter in an office. "It is safe to conclude," Lorraine Missling states, "that a transfer to manual machines can be made very easily even though initial training has been done on electrics." ("Electric Vs. Manual Typewriters," *The Balance Sheet*, 38:303, March, 1957)

How to Set Up a Program

Since the electric typewriter is necessary for both the businessman and the teacher, the next step, then, is to introduce such a program into all schools. Here are some suggestions about the way in which this may be done in your school. Careful preparation for this type of instruction should be made before purchasing electric machines. This preparation should include an estimate of the number and kind of typewriters, what equipment and what physical facilities will be necessary.

We have seen how student progress is accelerated when instruction is offered in a room fully equipped with electric typewriters rather than in one in which both electric and manual machines are present. Therefore, when a school district starts to place electric machines in a typewriting room, it should replace the manuals as rapidly as possible. One plan, used by a school that had 32 typewriters in one room, consisted of purchasing 10 electrics the first year, 10 the second, and 12 the third. Thus, the teacher had to offer instruction in a room with both electrics and manuals for a period of only two years. One advantage of this plan over the procuring of 32 electrics at once is that all the machines will not need to be replaced at the same time.

When a typewriting room has some electric machines and some manual machines, the electrics should be placed together in one group and the manuals together in another. For instance, place the electrics to the teacher's left in rows that run to the back of the room, and place the manuals to the right. This develops oneness of instruction. It has proved more satisfactory than having the manuals in the front of the room and the electrics in the back, or vice versa.

A school pays \$295 for an elec-

tric typewriter and \$150 for a manual typewriter. For a room with 32 typewriters, the cost of the electrics would therefore be \$9,440 and the cost of the manuals \$4,800. These figures do represent a significant difference, but there is another way to analyze them.

An electric machine costing \$295 can usually be used for six years; at the end of that time, a trade-in of approximately \$115 will be given. A manual machine costs \$150 and can usually be used for four years; at the end of that time, a trade-in of approximately \$50 will be given. After the initial purchase of the electric machine, its cost is approximately \$30 a year; for the manual machine, the cost is approximately \$25 a year. Therefore, the most expensive phase of offering instruction on electrics is the initial cost. Thereafter, the difference between the cost of using manuals and electrics is not significant.

Schools may have a repair contract for electric typewriters if they wish. Most schools, especially those in rural areas, do have such contracts. The approximate cost is \$15 a year for each typewriter. A contract includes the underwriting of periodic inspections, emergency calls, labor, and replacement of parts. Such service allows the machines to be used for a longer period of time than would otherwise be possible.

In most schools, the majority of typewriters have pica rather than elite type. This situation does not apply to business offices, where approximately two-thirds of the machines are elite, or in government offices, where approximately nine-tenths of the machines are elite. I believe schools should give greater consideration to purchasing elite-face typewriters. One school recently developed the policy of purchasing elite-type machines in one color and pica machines in another color. This has made it easier to teach the use of marginal stops, centering, etc., on both types of machines.

One of the minor problems created by electric typewriters is the occasional presence of too many cords. This is not a serious problem and can be remedied in one of three ways. First, the cord can be wrapped around the desk leg. Second, the cord can be placed in a desk com-

partment, if one is available. Third, the typewriter representative can be asked to shorten the cord if the installation is either permanent or semi-permanent.

Decide first where the desks will be located in order that electrical outlets can be placed where they are needed. Desks should be placed so students will have their backs to the window, with the light coming over their shoulders. Under no circumstances should students be facing the windows. Of course, desks should be placed so that all students are facing the same direction.

When purchasing desks, precaution should be taken to buy only those which are sturdy built. Remember also that a drawer or an apron in front often makes it impossible for students to sit in a comfortable position while typing. It is advisable, therefore, to use a given make of desk on a trial basis before the purchase is made.

The desk tops should be 20 by 36 inches in size. A clearance of 15 inches should be allowed on each side of the desk when planning a room. This means we should allow 50 inches by 66 inches for each desk. Because of the limitations in the size of typewriting rooms, many schools place one desk next to another. This is not the best setup, however, especially in first-year typing. If the desks are not adjustable, they should be 28 and 29 inches in height for manual machines, with a few 27 and 30 inches in height. Since the more level keyboards of electric typewriters require less space than usual between desk and chair, the average chair height should be slightly higher or, conversely, the desks should be one or two inches lower. Chairs with backs and seats adjustable from 15 to 18 inches high are preferable. Chairs with casters should not be purchased.

In a typing class, students usually learn faster from demonstration than from directions. A demonstration stand is therefore necessary. If the stand is made in the school shop, precaution should be taken to see that the base is heavy enough to prevent the possibility of tipping.

When class instruction is offered for both manual and electric typewriters, a manual machine should be used for demonstration purposes. The

better in the classroom

reasons for this are: First, students using the manual machines will be unhappy if the teacher demonstrates on an electric. Second, the manual is more difficult to operate and therefore requires a more obvious demonstration by the teacher. Third, using an electric on the demonstration stand restricts its use by students.

As already mentioned, the exact location of desks should be determined before the room of a new building is wired for electric machines. Double, rather than single, outlets should be installed under each desk, and such outlets should extend above the floor. Double outlets are suggested because facilities may eventually be needed for both a typewriter and a transcribing machine. Outlets should be installed above, rather than flush with, the floor, so that particles of dust and dirt will not get into the outlet to cause short-circuiting.

An old building should always be checked to see if the wires have the capacity to handle a room of electric typewriters. In constructing new buildings, educators and architects should keep in mind that it is much better to plan for too many, rather than too few, electrical outlets. It is more economical to place outlets in a building under construction than it is to add them after the building is finished.

When making plans to wire a room, remember to install a master control switch. This switch will be turned off at the noon hour and at the end of the day. It is a precautionary measure to prevent damage to any machine that might inadvertently be left running by a student.

Since more and more business offices are using electric typewriters, schools will be exercising good judgment to follow suit. More important, however, these schools will be able to instruct students more rapidly and more thoroughly by using electric machines. Not to be forgotten either is an increasing trend toward automation. Most data-processing machines, even the simplest, use an electric typewriter keyboard for processing data. Training on an electric, therefore, has advantages that are both direct and indirect, both long range and short range in nature.

Further Tips for a General Typing Classroom

HERE ARE ADDITIONAL TIPS to remember when setting up a typing classroom. This information covers the needs of a general typing classroom; it is intended to supplement the specifications that appear in the main body of the article.

ACOUSTICS. In many new schools, the ceilings and walls of typewriting rooms are acoustically treated to reduce noise. This excellent idea is highly recommended. Another way of reducing noise is to place a pad under each typewriter and rubber footing on the legs of all the desks. Because of the noise made by 30 or more typewriters being operated at the same time, a typewriting room should have no door connecting it to another room.

LIGHTING. Vocational business-education rooms should have 40 foot-candles of light distributed evenly throughout the room. This is especially important in a typing room, since the subject is frequently taught in evening school. Experience has shown that lights should be at least 9½ feet above the floor.

CHALKBOARDS AND BULLETIN BOARDS. A minimum of 10 running feet of chalkboard is necessary to offer adequate instruction in typewriting, though some teachers prefer more. Some schools have in the past made the mistake of setting the chalkboard too low. Since students have to look above the typewriters to see the board, the bottom of the board should be placed 3½ feet from the floor, rather than the normal 3 feet.

Bulletin boards may be placed above the chalkboard and along the wall. They are excellent for displaying the work of students.

CUPBOARDS. Because many supplies are needed in typewriting classes, install as many cupboards as space will permit. Storage space will also be necessary for storing textbooks during the summer months. In addition to space for carbon, erasers, paper, and ribbon, more space for master copies, stencils, and correction fluid is advisable. Some schools have built-in drawers in which students may leave their work. This is generally more satisfactory than using the drawer of a filing cabinet.

CARBON PAPER. A good quality of carbon paper is made of heavy-duty rather than lightweight paper. Over a period of time, it will prove the more economical. Since carbon paper improves with age, it should be bought in large quantities. This will also allow the school to take advantage of a higher discount. Carbon paper should be stored flat and in a place neither too damp nor too dry.

RIBBON. At the present time, it is possible to buy typewriter ribbons made of cotton, nylon, or silk. The experience of large industries has shown that nylon is more economical than either of the other two fabrics. When purchasing ribbons, order a limited supply that will not last more than six months. This is because the ink evaporates whether the ribbons are in use or in storage.

ERASERS. There are many different kinds of typewriting erasers on the market. Experience indicates that the type most widely used by secretaries in business offices is the pencil eraser (eraser stick), which is easily kept clean and well sharpened. Students should be acquainted with this type of eraser.

It is also advisable to buy soft erasers that are commonly used to erase pencil marks. When placed on the letter to be erased, a soft eraser will remove the damp ink. Then the letter can be more easily erased. This works on both the original and carbon copies. Because erasers become hard when they are stored for a long period, not more than a year's supply should be purchased at once.

COPYHOLDERS. This final item of equipment can sometimes be made in the school shop. Copyholders should be placed on each desk and used daily by students. In selecting copyholders, two things should be remembered. First, they should be stable; otherwise a slight up-and-down movement of the holder will cause eyestrain. Second, the base on all copyholders should be cushioned, so that it does not scratch the top of the desk.

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How the Small School Can Combine Advanced Typing, Shorthand

More machines allow a one-man department to offer advanced courses. You must "sell" the idea, but students need such courses in order to get jobs.

IF YOU TEACH in a small high school, you probably have heard someone say, "Sure, I would like to offer an advanced typewriting and shorthand course, but where can I find the time in my schedule?" It is true that the one-teacher business department in the small high school can offer only a limited amount of skill training. Frequently, this business teacher is teaching from five to six subjects. Generally, he is teaching elementary courses in typewriting, shorthand, bookkeeping, and general business.

With typing offered to tenth- or eleventh-grade students and shorthand to eleventh- or twelfth-grade students, it is apparent that much of these skills may be lost by the time graduation day arrives. In fact, the student may lose not only these skills, but also much of his self-confidence. To this group of students who do not plan to go on to college and who cannot afford additional business training, the opportunities for secretarial and clerical work become remote. Without some rebuilding of their skills, they cannot compete for the jobs that are awaiting their "big-city cousins," who have been fortunate enough to graduate from a larger system where this added training was available.

That was the problem we faced in Buhler Rural High School. Our enrollment totaled 225 students. Because we had only 20 typewriters, we were teaching elementary typewriting three times a day. We spent so much time teaching this one subject that we had little time left to teach anything else.

It became a matter of salesmanship. I had to sell my administrator on the inadvisability of spending my limited time teaching 50 students elementary typewriting. When I explained to him

just what could be accomplished by eliminating one of the typewriting sections through an increase in the number of machines, he agreed that expansion was necessary. We proceeded to work out a system of trading typewriters that cost little more than our old method of purchasing them. As a result, we had 36 typewriters to work with, plus the latest adjustable typewriting desks and posture chairs. We could handle up to 72 typewriting students, and just two hours of teaching time was involved. This left the open period we needed. Now we could include a course that would provide students with the opportunity to develop their specialized skills.

With the typewriting sections reduced to two, it was a simple scheduling matter to include at the twelfth-grade level the advanced skill-training course that we wanted. Since both shorthand and typewriting skills were taught in lower grades, enrollment was limited to those students who had satisfactorily completed these courses.

Obviously, there were many questions in our minds as we considered what to include in this new course. Should we spend one semester on typewriting and one semester on shorthand? What about other office procedures, such as filing and job applications? We finally settled on a plan that was developed into the following schedule:

1. The first nine weeks is spent redeveloping shorthand and typewriting speed, alternating the classes daily. For example, shorthand is practiced Monday and typewriting Tuesday, Wednesday, we return to shorthand, and so on.

2. The second nine weeks of this first semester is also equally divided between shorthand and typewriting. However, in shorthand we concentrate on transcription, using the mailable-letter basis for grading purposes. In typewriting, we work on duplicating procedures, tabulation drills, letter writing, manuscript writing, and spelling; we use the same grading standard of mailable copies.

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IF YOUR STUDENTS find it difficult to spell commonly used words correctly, then you may appreciate some help in correcting this problem. The National Office Management Association sponsors a spelling project each year as part of its work in helping educational institutions with their training programs. This is not a spelling "bee" in any sense of the word, but rather a project wherein each participant competes against himself.

Here, briefly, is how the project works. Schools desiring to have their students take part in the NOMA Spelling Project are asked to contact their local NOMA chapter, where they can secure instructions and enough copies of the 900-word list for all students. The students are instructed to study the first 300 words on the list. A week or ten days later, an official NOMA spelling test is administered, consisting of 100 words chosen from the 300 words the students have studied. Those taking the test are required to write out in longhand the correct spelling of each word that is dictated. Those who spell correctly all 100 words receive a NOMA Spelling Certificate.

The students are then instructed to study the second 300 words. A week or so later, a second test of 100 words is administered, based solely on the second 300 words. Those who spell correctly all 100 of these words, and who have already received the NOMA Spelling Certificate for the first test, are now awarded a NOMA Spelling Progress Certificate. Those who failed to pass the first test or who simply did not take that test, but who have passed the second test, become win-

ners of NOMA Spelling Certificates.

The students then study the last 300 words, and at the end of the week a third test is administered. This test, like those that preceded it, consists of 100 words but is limited solely to the last 300 words of the 900-word list. Those students who pass this test, and who have passed the first and second tests, now receive a NOMA Spelling Proficiency Certificate, the highest NOMA spelling award (see illustration). Those who passed either the first or the second test but who did not pass both tests are awarded a NOMA Spelling Progress Certificate. If an individual failed to pass both the first and the second test but has passed the third test, he is awarded the NOMA Spelling Certificate.

Business educators whose students

have participated in this spelling project are enthusiastic over the results. In many cases, they have been disappointed at the small number of students passing these tests, but this has pointed up more clearly the need for progressive action if our students' spelling ability is to be improved. Of course, failure on the part of many students to pass these tests, even after they have been given every opportunity to study the words involved, is no reflection on their teachers or their schools. This situation appears to exist everywhere, and its ultimate solution, according to many educators, depends on creating a strong "spelling consciousness" in the students themselves. These educators believe, and members of the National Office Management Association believe, that the end result of NOMA's Spelling Project is not so much how many students in a community win certificates as that, wherever the NOMA Spelling Project has been administered, a keener spelling consciousness has been developed in these students.

That spelling consciousness is developing is shown by the fact that in the first year of NOMA's Spelling Project, only 30,000 students participated. During the second year, that number doubled. In the third year, 160,000 took part; while last year, more than a quarter of a million students took the tests.

Regardless of whether a student passes or fails these spelling tests, if he has conscientiously studied the NOMA list of 900 words, his ability to spell will definitely have improved. That in itself makes the program worth while.

HOW NOMA'S SPELLING PROJECT WORKS

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WORK EXPERIENCE: PROS AND CONS

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etc., are necessary for the development of a well-rounded personality, and no student should be deprived of this experience. It engenders a respect for social organization, teamwork, and creative enterprise. Business students, as much as anyone else, need these social experiences to prepare themselves for successful business careers.

In many instances, business students have less opportunity than academic students to participate in campus functions, even though many of the senior activities require the help of business students. But if the business students are working part time and taking a half-time load in school, it is physically impossible for them to participate in extracurricular activities to the fullest extent. Then, too, work experience frequently takes place in the afternoon, the time when most extracurricular activities are scheduled. Of course, these activities make an important contribution to the education of business students. In addition, however, they are often recreational; and time must be provided for a certain amount of recreation for all high school students. Work experience and education often leave no time for this.

4. *It subjects students to limited business experiences and/or antiquated methods.* A work-experience program has little value unless the business activities encompass a variety of assignments. However, as mentioned above, there have been numerous instances where in-service trainees were assigned strictly to filing, or mimeographing, or addressing envelopes. This training, of course, does not give the depth of experience that a program should provide.

In addition, training may involve antiquated methods or careless standards, depending on the individual firm. To cite a specific case, one teacher insisted that her students be able to transcribe five letters of average length in an hour. One of her students, who worked part time, reported in class that business required only three letters an hour and did not object to strikeovers. The business firm in this case, however, happened to be a small lumber company with careless standards of correspondence. This type of work experi-

ence, therefore, is not only worthless but dangerous. It can become a serious problem.

5. *It develops an exaggerated sense of the monetary value of services.* When take-home pay is high, students often develop an exaggerated sense of its value and leave school to accept full-time employment. High school students can earn more in a week today than the average worker could earn in a month 20 years ago. A few business firms, which are willing to accept marginal skills, even encourage students to leave school to fill job vacancies. Educators must be wary of this.

6. *It creates financial, scheduling, and personnel problems for school administrators.* If the work-experience program is to be of value, it must be constantly supervised. Teachers should be allotted specific time in their teaching schedules for the supervision of trainees. Only a well-qualified person should undertake this supervision, which sometimes involves additional salary expense. Traveling and telephone expenses are also sometimes incurred. In some instances, school administrators have felt that this money should be allotted to other more important activities.

Schedule Difficulties

Scheduling classes to meet the timetable of a work-experience program presents another problem. There are various types of co-operative programs, and nearly all of them require special consideration when scheduling classes for students engaged in such part-time work. When the student is in school a week and on the job a week, teachers have to make special adjustments in scheduling and teaching their subjects.

It is also difficult to find sufficiently trained personnel in high school business departments to supervise these programs effectively. This supervisor should have actual business experience, and he should be a competent business teacher as well as an able administrator. His personality is important to the success of the program, because he must be able to visit the business community, organize the program effectively, and offer tactful suggestions for carrying it out. Through him, the fullest utilization of the pro-

gram is achieved, and the interests of the students are provided for. The supervisor is the key to the whole program.

7. *It complicates teacher preparation and class management.* In a fully developed work-experience program, the teacher should present in the office-practice class those skills and that information most urgently needed by trainees currently on the job. For example, three or four trainees may report that they lack sufficient training in operating a particular machine. Therefore, the teacher must maintain a flexible teaching plan, so that this additional training may be given whenever the need arises.

The selection of students for work experience presents many problems. Not every business student is ready for work experience at the beginning of the senior year. Often, the parents of students who are not selected for work experience complain to the school administration, and parent-teacher relations deteriorate. Then, too, it is difficult to select the students best qualified. A student may be highly skilled in one aspect of business, but this skill may not be needed in the position where it is possible to place him.

Although some schools have reported that students engaged in work-experience programs increased their learning, others have found that learning decreased. This is probably due to the fact that some students cannot successfully meet all the demands made on them by both school and work. Their work consumes time they need for satisfactory class preparation. Hence, a close watch must be kept on students engaged in work experience.

8. *It exposes the students to exploitation.* This is a serious limitation that must constantly be watched. Exploitation in any form is fatal to a work-experience program. The primary purpose of these programs is to serve the educational needs of the student. Since the student works on a part-time basis, he is sometimes given a heavy workload and is deprived of many privileges given to full-time employees, such as rest periods, etc. He is sometimes imposed upon by older, wiser employees, who shift their most burdensome tasks onto the part-time worker's shoulders. These students are given no broad experience in their business assignments; they spend their time on one

task, such as filing cards, operating the mimeograph, or proofreading. Situations of this kind fall far short of being co-operative; and it is the responsibility of the school, through the program co-ordinator, to protect the student's interests. Such experiences may reasonably be called exploitation, not education.

A heavy work-experience program, plus school study, may endanger the health of some students, particularly if extra travel is involved daily, for it leaves them little time to prepare their lessons or to participate in recreation. Students are undergoing a decided physical and psychological change during their senior year in high school, and overtaxation of their energy should be avoided.

9. *It rarely integrates classroom teaching and work experience.* The teacher must relate directly to the office-practice class the various instructional points encountered in the work-experience program. His training must overcome the deficiencies he has observed while supervising students on the job. But effective teaching of this nature requires a vast amount of planning and superior ability. It is all too rare in office-practice classes, the ideal place for such integration of work experience and skill training.

10. *It shifts the school's training job to the businessman.* In some instances, little provision is made for supervision of trainees. The result is that the training is left chiefly to the businessman, who resents this imposition. All businessmen naturally feel that it is the job of the school to train students, not the responsibility of business. Many even claim that the beginner is of little or no value to them and that they are giving what amounts to free training. Some insist that they offer this training at a loss. Some of these charges are true—particularly in cases where schools do not meet their responsibilities under the co-operative plan.

11. *It may keep experienced workers out of work.* During periods of business recession, this can be a serious problem. The beginning worker or part-time worker is usually paid a minimum wage. To meet the needs of economy, business will employ these low-salaried workers in preference to experienced workers, who can demand a higher rate of pay. This may result in serious labor problems, unless it is understood beforehand that



Changing from one kind of typewriter

to another—manual to electric, electric to manual—can be likened to driving, for the first time, a new car with automatic transmission: although you recognize the new car as superior, you are reluctant the first hour to drive it as fast as you drove the old car. Students, likewise, should have time to acquire the "feel" of a new typewriter. Do not attempt to place every student on electric typewriters when you have only one or two electrics in a room of 30 or more manual typewriters. Save those electrics for students who need extra motivation and encouragement.

When one-fifth, one-third, or one-half of the typewriters in a classroom are electric, rotation plans can be organized so that every student may be trained on both electric and manual machines. Try to make your rotation plans sufficiently flexible so that a few weeks are left at the end of the course for those who need additional training on the electrics. For instance, Jane may have used an electric typewriter at the beginning of the course. You learn that Jane will be employed in an office where she will use an electric. Therefore, you will want to give her another opportunity on the electric before she goes to work. Or, John is having trouble progressing beyond 40 words a minute. Therefore, if you are able to assign John another chance on the electric typewriter, you may give him the encouragement he needs to boost his speed beyond 40.

The ideal situation is to have one complete room of electric typewriters. Then students may rotate from a manual typewriter to an electric typewriter. The length of time each student spends in the electric typewriter room will be determined by the number of manual students to be rotated through the electric typing room. In the school equipped with one electric and one manual typewriter room, students may spend a semester in each room. If your school has one electric room and two manual rooms, students may receive electric training for a third of the course.

Most teachers agree that students should have at least two weeks on the electric typewriter, and preferably four to six weeks. If students begin their typing course on electric typewriters, give them four to six weeks on the manual typewriters before they complete the course. Let your textbook guide you in arranging the rotation between electric and manual typewriters. Today's texts are written with a learning unit followed by a review or skill-building section. This is the section in which to plan to do your rotating. Then, too, this review section usually coincides with the beginning of a grading period. Thus, rotating at the beginning of a grading period allows the students time to become familiar with the new typewriter (and to use it in problem-solving and production work) before tests and final grades. Periods before a holiday or a vacation should be avoided as days for rotating. Arrange rotations so that students have two or three weeks of uninterrupted practice on their new typewriters.

When two-thirds of the typewriters in a school are electric, advanced students may receive daily lessons on both the electric and manual machines. Although this eliminates the usual form of rotation, it does require a flexible schedule that permits each student to spend two periods a day in the typing room of each machine.

Your aims for your electric typewriting course will also influence your rotation plans. Using your electric typewriters to up-grade typing skill requires, for instance, more time than a familiarization course. (Even when your aim is familiarization with electrics, students should use the electrics for at least two weeks.) Remember this general rule: Build your rotation plans to provide the greatest amount of learning to the most students.



JANE F. WHITE, EAST CAROLINA COLLEGE, GREENVILLE, NORTH CAROLINA

Filing needs. If you're having trouble finding a place to file your magazines, pamphlets, and papers, then you may welcome information about Magafiles. There is a Magafile for practically every size you need; send for a brochure that describes their range from Size 2 to Size 14. Prices are: less than one dozen, \$4.20; up to 12 dozen, \$2.90 a dozen; and 12 dozen or more, \$2.60 a dozen. Labels are included free with each file. Write to The Magafile Company, P. O. Box 2615, Merchants Station, St. Louis 2, Missouri.

If you need an inexpensive file for personal needs or for methods students starting a teaching file, write to Bekins Van & Storage Company, 1835 South Figueroa Street, Los Angeles 15, California, for a fold-up type file carton. This file is made of heavy cardboard and comes ready to assemble. The price is 60 cents each, plus postage or express charges.

Song book. Do you need a song book to use at your club socials? If so, "101 Songs You Love to Sing," which comes in purse size, is just what you need. It's only 5 cents a copy (50 copies for \$1.75). Send your order to Music Publishers Holding Corporation, 619 West 54 Street, New York 19.

Grade chart. I've really put to use the Timesaver Grade Averaging Chart. This chart is a timesaver. If you have a lot of grades to average, it will almost do the job for you. Send \$1 to The Perfection Form Company, 214 West Eighth Street, Logan, Iowa. Instructions and suggestions are given on the back of the chart.

Budget book. For a step-by-step way to budget your money and plan your expenditures, refer to "How to Plan Your Spending." The Connecticut Mutual Life Insurance Company, Hartford, Connecticut, will be happy to send you a free copy of its latest booklet.

Mineral samples. For samples of the major ores of the various metals and of the more important nonmetallic minerals of commercial interest, write to Minerals Unlimited, 1722-24-28 University Avenue, Berkeley 3, California. Most of the minerals are under \$1. The current lists are free. Teachers of economic geography will find this a source of most minerals.

Guidance series. The National Vocational Guidance Association recently sent me a new booklet, "How to Create Your Career." This is the second in a series of "how to" booklets being published by this organization. It was developed to assist young men and women to choose and plan wisely for their lifework. The booklet is 30 cents a copy. The Association's first booklet, "How to Visit Colleges," is 25 cents a copy. Both are available from The National Vocational Guidance Association, Inc., 1534 "O" Street, N.W., Washington 5, D.C. Both will be most helpful to counselors and teachers working on these guidance problems with young people.

Geographic bulletins. The National Geographic Society always desires to have its educational materials brought to the attention of teachers. A one-year subscription to *Geographic School Bulletins* is \$1.25. These bulletins appear weekly for thirty weeks during the school year. The organization's other publications include pictures, booklets, and maps—each of which can be purchased for very little. When you write, ask for a current publication order list. Write to National Geographic Society, Washington 6, D.C. These materials can be purchased only from the Society's headquarters in Washington.

no experienced worker will be denied a position or be displaced by the hiring of an in-service trainee.

12. It requires frequent personnel changes. The placement of students in certain types of positions is difficult—particularly bookkeeping and stenographic positions. For the school to receive the greatest benefit from such a program, stenographic positions should be rotated every six weeks. Because of the personal nature of many stenographic assignments, however, businessmen do not want to take on beginning workers as stenographers. This is also true of bookkeeping, where the duties are often of a confidential nature. Business firms do not want to assign this type of work to a trainee, who will report his activities to the school.

13. It does not carry credit in certain high schools and colleges. In some high schools, the students are required to undertake their work experience without any credit whatsoever toward graduation. When this is the case, the program is off to a poor start. If the work is to be offered, it ought to be of sufficiently high vocational caliber that credit may be given.

There are also colleges that will not recognize credits in work experience, and this makes our program a handicap to students who plan to attend college. Naturally, if the college in the local area does not recognize this credit, then the program is destroyed at the outset, since the better students (usually those who go on to college) will not participate if it means not going to college.

SUMMARY

The strengths and weaknesses of work-experience programs have been presented as objectively as possible, so that schools may capitalize on the advantages these programs offer and, at the same time, recognize the deficiencies and dangers.

If the program is to work at all, school and business must agree to cooperate freely. As soon as either party neglects its responsibilities, the program will fail, because the students will not receive the vocational training needed to justify the expense of time and energy. The key to success is to have highly trained supervisors in both business and schools, who recognize that the program is one of education, not exploitation.

(To be concluded next month)

COMBINE TYPING, SHORTHAND

(Continued from page 34)

3. We begin the second semester with a unit on telephoning techniques. The Southwestern Bell Telephone Company's Teletrainer is used for this project. This is followed by units on job application, business letter-writing techniques, and filing.

4. Then we start the unit that the students like the best, office machines. Using the familiar rotation plan, the students spend several weeks on one machine and then transfer to another. (This machine training is available, by the way, only because a systematic method was used for obtaining these business machines.)

Briefly, here is how we run this rotation program: One group spends three weeks on transcribing machines (we rent these). During this time, another group works on a unit on filing and spends one of those three weeks in the school office, acting as receptionists and PBX operators. Other students type on the electric typewriter and act as secretarial assistants to teachers (their work is limited to correspondence). Another group of students spends a week on the 10-key adding machine, the full-keyboard adding and posting machine, and a rotary calculator. The remaining students operate the duplicating machines and act as receptionists in the classroom; they assist in checking the great volume of paper work involved in this rotation plan.

As a result of this program, our business department is growing. This year, out of a class of 90 sophomores, 72 are enrolled in typewriting. The shorthand enrollment is up to 24 students. More of the "better" students have an incentive to enroll in our skill courses because there is a "finishing" course to develop these skills to a higher level. This stenographic ability will then aid them in obtaining a college education or in finding that all-important first job.

The expansion of our typewriting room and the acquisition of additional machines was the key to our success. This did not develop by itself. It was the result of presenting the facts to the administration, not once, but again and again. There is a very apt quotation that says, "Ye have not because ye ask not." I am convinced that many a small-school business department lacks machines because the business teacher has given up selling his ideas to his administrator.



HELEN H. GREEN MICHIGAN STATE UNIVERSITY, EAST LANSING

Greetings. I hope your summer was as wonderful as mine—that you now have a headful of vistas and vignettes to "flash across your inward eye," *a la* William Wordsworth. If they are as enriching as mine—I'm sure they are—we can recharge our vitality anytime by recalling one of the peaks of our summer experiences. I don't mean mountain peaks, either, in spite of one breathtaking experience out in colorful Colorado. That was the time I drove right into a rainbow—into a whole valley of them—as I came down out of a bad hailstorm up in Berthoud Pass. No, to me the biggest thrills of the summer weren't those "rainbows 'round my shoulder" nor the view atop Flagstaff Mountain. The biggest thrills, the greatest lifts, came from the teachers I met. Let me hasten to add that I don't mean tall, dark, and handsome teachers—though that is a thought, too. (Eligible widowers, please form a line on the right.)

What I mean is that over and over I realized that teachers are terrific people. I'd like to shout this from the housetops. (At least, I can publish it in a magazine.) When someone asks what's wrong with our schools, I like to think of the teachers I met this summer. Teachers full of enthusiasm, like young, pretty Terry Anderson, who introduced herself to the class with: "I've just taught one year—at Leadville, altitude, 10,200 feet. I'm to direct the junior play next year, and I don't know a thing about it, so I'm scared to death. But it's wonderful." (With stars in her eyes as she said it.)

Teachers made of pioneer stuff, like Madge Bassett, who teaches in Homer, Alaska (peeled the logs for her own house, mind you). She showed us a slide of a group of high school boys playing basketball on a snow-packed court: "We don't even have a gym. This is where our kids have to practice. You can imagine the drubbing they took playing their one formal game 150 miles away on an indoor court. But, they're wonderful!"

Teachers like Thelma Olson, who describes the most important benefit she gained from her summer course as "the realization that I must do more for the boys and girls of Brookings (South Dakota) High School."

Oh, yes, I know what you're thinking—that the cream of the crop always appears in summer schools. But have you noticed that each summer more and more cream-of-the-croppers are showing up in schools, as more and more teachers become dedicated, professional persons? You may have met some of them yourself at summer school, teachers who think about their work and their students as Terry, Madge, and Thelma do. So, be proud to be a member of such distinguished company. There are some things that are *right* with our schools, too.

Are you alive? Hamden Forkner, who just retired from Columbia University, has a simple test for evaluating teachers. He asks them: "What are you doing today that is new or different from what you did last year, last month, or last week?" If the answer is "Nothing much," or "Nothing that I can think of," Doctor Forkner removes his hat—mentally, at least. "For I realize," he says, "that I am in the presence of the dead." This test can be self-administered daily by any teacher desiring to stay alive.

My old home town. Floyd Feusse, one of our young instructors last year, adds the name of each student's home town to his seating charts. Says Floyd, "I know Michigan pretty well, and it helps me get to know the student if I am able to say something right at the beginning of the term about his town or his part of the state. Also, where he comes from is sometimes a pretty good clue to other things about him." Of course, this is not the only kind of information that will help you to give personalized attention to your students.

tor in the total experience of a well-qualified school business manager. The alert business teacher who has had business experience is well qualified to meet the experience requirement.

What are the educational requirements for the position? Most of the business managers who participated in the study agreed that a bachelor's degree was the minimum educational requirement. Many of them have, of course, had considerable training beyond the bachelor's degree. Some of the favorite courses recommended by the business managers included school law, public school finance, economics, accounting, insurance, purchasing, educational administration, and business administration.

The well-prepared business teacher has already completed many of these courses. The ones he needs as additional preparation are available in the graduate school business-management program offered by many universities.

The qualifications for a school business manager fit almost perfectly the well-trained business teacher. He has had the background training. He has probably completed most of the

courses recommended in the training program. He has undoubtedly had diversified business experience at some time during his working days. Having had business-teaching experience, he understands the problems of the classroom, the school, and the community from the educator's viewpoint. He has certainly learned how to get along with his colleagues, administrators, students, and parents. He is all set for the logical promotional step from business teacher or business-department head to school business manager.

Very often the promotion takes place within the same school system. Since there is a considerable difference in the salary and in the nature of the work, however, it has been found that it works out better when the promotion takes the individual to another school system. But whether it involves the same or a different school system, the step up from business teacher to school business manager is a natural one that should be investigated by all business teachers who are interested in school administration. Fortunately, this field is no longer restricted to men only; women are entering it in constantly increasing numbers.

If the alert business teacher had collected the foregoing information for the benefit of his students, what would he tell them to do next? He would advise them to talk to counselors in this field in major colleges and universities. He would urge them to talk to school business managers in nearby school systems. He might even suggest that they join the professional group interested in this field—the Association of School Business Officials of the United States and Canada—since business teachers are eligible to join. He would suggest that they read the publications and participate in the activities of this association. He would certainly urge them to think it over carefully and then take action.

The business teacher should follow the same advice he would give his students. He might enjoy the thrill of school administration and the much wider scope of operations than the classroom provides. He might welcome the assumption of different responsibilities and the challenge of constantly solving new management problems. If he is a successful business teacher, he can become a successful school business manager—many before him have done so.

A STUDENT TEACHER TRIES HER WINGS

(Continued from page 21)

observing what I was doing—and all went well. I had them do the setup once or twice on scrap paper and then do the letters. It worked. *I had finally taught them something.*

But, the very next day, in one of the advanced typing classes, I told my students to type with "no accuracy." They all laughed and agreed it would be easy to do. Of course, I had to laugh at my mistake, too. Another day, I told the class to type for one minute under my timing. Then I began working at the blackboard and forgot the students were being timed. Finally, I looked at the watch and then at the class. They all realized that the "minute" was too long; and I did, too, as soon as I looked at their faces. I again had to laugh with the class at the mistake I had made. I have found that a teacher, even though she is only a student teacher,

must laugh at her own mistakes in order to keep on top of her class and in order to let everyone know that she is human and can laugh, too, once in a while. The important thing to know is when to stop.

But there are also pleasant memories of my student-teaching days. One of these was the experience of taking a class on a field trip. The supervising teacher managed this, while I assisted. First, she called the office manager of a local meat-packing plant, making an appointment for a group to see the offices. After getting the principal's approval for the trip, she asked the class how many would like to go. She then called the office manager again and told him how many students to expect. Arrangements were made on how to get to the plant and where to go upon arrival there. This project was most

worth while to me because, although I had gone on field trips as a student, I had never realized all the work involved in sponsoring such a trip for high school students.

These have been some of the beginning experiences that I shall always remember. These practice-teaching days were most enjoyable, and I know that I gained much from them. I am positive that I will be happy as a business teacher. I honestly believe that a teacher's enjoyment, or lack of enjoyment, comes from the class she is teaching. The students can make it so easy for you if they accept you—and so difficult for you if they do not. I have learned that there are many things to be done in a classroom, and that sometimes it is not easy to accomplish all that you planned to do. This ability, like all others, comes only with practice.

HIGH MORTALITY RATE

(Continued from page 29)

observed—and those with the fewest failures—are those who are constantly marking up the board with T-accounts and other illustrations.

Supplementary Materials. Unfortunately, some teachers fail to use supplementary materials that would help to create a little student interest and enthusiasm. Motivation is half the battle. We should occasionally get away from routine by using films, filmstrips, opaque projectors, and Federal tax kits. We should secure business forms and actual sets of bookkeeping records to present and discuss in class.

Tests. All too often we give a test, grade it, tell the students their scores, and then forget about it. Instead of forgetting about it, we need to do some analyzing. A well-constructed test is supposed to tell the teacher how good a job he has done in teaching the items covered on the test. If the test indicates that the teacher fell down on teaching "merchandise inventory adjustment," for instance, he should go back and try again. Most teachers, though (and I've been guilty, too), grade papers with a key and let it go at that. We are all aware of the importance of students' understanding each new principle studied, because of the fact that it will be used repeatedly from that point on in his bookkeeping. It is our duty and responsibility to determine what we failed to get across to the majority of the class and to try again—by a different approach, perhaps—to teach that point before going forward.

Who's Fooling Whom?

I've laid most of the blame at the feet of the teacher. I believe that's where it belongs, and I know that in some ways I'm no less guilty than any other teacher. I believe we can all do a lot to cut down on the "death rate" in a course that really is not hard enough to deserve the "killer" nickname and we can do it without handing out grades as a gift. (I'm rather notorious in my school for not doing so.)

Shall we stop and analyze ourselves when the per cent of F's and D's becomes too large, or shall we just continue to let the students and public believe that the course is a difficult one in order to cover up our own weaknesses? You tell me.



SHORTHAND CORNER

CELIA G. STAHL VESTAL (NEW YORK) CENTRAL SCHOOL

Your educational background, your teaching experience, and the classroom situation to which you are assigned this year will all greatly influence your approach to teaching shorthand. Philosophies and procedures will differ in public, private, and parochial schools on both the high school and college levels. In our seven-teacher business-education department in Vestal, New York, for example, we employ the Gregg Simplified functional reading approach, using the second edition of the series. It will be to this system, then, that I will refer in this column during the coming months.

As I traveled to the Pacific by trailer this summer, I often wished I could talk with shorthand teachers along the way. Why are we so reluctant to discuss teaching? We begin with, "Will you excuse me if I talk shop for a second?" Yet we will talk forever about excessive rain! Let's not forget our profession, our books and magazines and syllabuses. Let's continue to attend workshops and conferences. Let's talk "shop." It will lead to professional growth.

Think for a moment of your beginning class. Have you spotted yet any students who are going to set the world on fire, a few who may end up in the office- or clerical-practice group? Perhaps your school has a program for the selection of shorthand students. Our ninth-grade general-business teacher carefully works out a profile of each student early in the spring. It covers many areas, including the desire to learn, work habits, basic English ability, handwriting legibility, general intelligence and aptitude. These profiles are used by the guidance division, together with records, observations, and parental conferences. You may be surprised, but this does not give us a select group, for we enroll any student who wants to take shorthand. We would much rather have five students in a first-year class who do not belong there than bypass even one student who *does* belong.

The first month is vital. Make your enthusiasm contagious from the first minute. Tell your students how glad you are that they have chosen shorthand. Outline the unlimited opportunities in the field. And, most of all, convince them that shorthand is easy—even if only half of your own heart believes it! If you are using the reading approach, you are sold on it. If you have yet to try it, take courage and experiment. It isn't half so radical as some of the new Paris fashions. Begin with a modified approach, remembering always that the best method for you is the one by which you get the top results with the greatest ease.

Take a lesson a day after the first week or two. Until then, a lesson a day is a little like throwing a child into a lake and expecting him to swim. On the other hand, covering only a half lesson a day beyond Chapter I is like insisting that the child cling to an inner tube long after he should be swimming.

Try this technique early in the course. It streamlines the two-finger method of study. Give each student an index card and a sturdy rubber band. Have him wrap the rubber band (lengthwise) around the corresponding key pages in the back of the book—he slips the card under the band so that it covers the next words to be read. The student first spells any outline he does not recognize. Then, if spelling does not give him the word, he turns quickly (with a flip of his thumb) to the key at the back of the book. Lowering the card, he moves his right forefinger, which is anchored on the last puzzling outline, to the new one. Allow five minutes at the end of each period for this different method of practice. On a warm September day, the frequent back-and-forth moving of the middle of the book will even create a cooling stir of air—and you can take a deep breath, secure in the knowledge that you're off to a flying start.

Business Law

POSTER-PLAYLET

IRVING ROSENBLUM
WILLIAM PITTS SCHOOL, NEW YORK 2, N.Y.

MAJOR OR MINOR

I WAS STILL A MINOR
WHEN I SIGNED
TO BUY THE CAR.

THAT WAS THE DAY
BEFORE YOU
BECAME 21.



MAY THE BUYER GET HIS DEPOSIT BACK?

ANNOUNCER: When does a minor become an adult? That is the problem of these two people we meet at a used car lot. Listen to the young man's reasoning and then determine the rights of both parties.

JACK: Remember me? I was in here yesterday to buy a car.

DEALER: Sure, I remember you. You gave me a deposit on that '57 Chevrolet, a very fine buy. I'm sure your folks will agree when they see it.

JACK: Well, they don't—but that isn't the point.

DEALER: Oh, don't let that worry you. If they won't help you pay, we can still arrange something. We'll give you more time to pay. Would you like a few more months?

JACK: No. That's not what I mean.

DEALER: If that's not bothering you, then you have nothing to worry about. Your car's all ready—greased, oil changed, and polished. Just step right in and drive it off the lot.

JACK: But I don't want to drive it off the lot. I don't want the car. I've changed my mind, and I want my money back.

DEALER: Oh, no. It's all yours. You signed for it yesterday. It belongs to you.

JACK: Sure, I signed. But I wasn't twenty-one. Today is my twenty-first birthday—and since I was a minor when I signed yesterday, I'm not bound.

ANNOUNCER: What do you think? Is Jack bound by his contract?

DECISION: *Jack is bound. According to law, a minor becomes an adult on the day before his twenty-first birthday.*

OPEN A SCHOOL STORE

(Continued from page 27)

there is no pay and no credit, but the work appears on each student's extracurricular record. Let me add that we always have more requests for store jobs than we can fill.

Each non-DE student is given instructions in cashiering, inventory control, stock keeping, etc. He is under the supervision of the DE student in charge of his period. These DE workers notify the manager of the apprentices' weak points, whereupon retraining takes place and close supervision becomes the rule. From this freshman and sophomore group of apprentices, we attempt to get the extra recruitment for our retailing program. Many new DE students had never thought of retail training until working in the school store.

A public-address system reaches into every classroom in our school. We use it to broadcast short sales "pitches" and factual information about the store. These announcements are written by store workers.

Once a year, we duplicate a listing of the stock we have available and the price of each article. We distribute this list to each home room to be posted on its bulletin board. We also use our own "Main Street window" (which faces the corridor in school) for sales displays.

A lot of work goes on behind the scenes, too. Every item in the store has a unit control card with a corresponding number. The quantity of each item is marked on the card, and at the end of the day the number of individual items sold is subtracted from this amount. Whenever new deliveries are made, this new amount is added to the card.

Our cash register records each sale, the unit control number, and the classification. We have eight classifications: paper goods, subject-review books, clothing, school-spirit items, pens and pencils, books, miscellaneous, and city sales tax.

Each team of three students starts the day with \$15 in change to see them through their periods of business. At the end of the period, the team closes the store, tallies the sales, and registers as if the day has ended. This gives each student extra training in cash-register work and tally techniques. We do have shortages and overages, but we attempt to keep them at a minimum.

Here is the way we set up our daily cash record in six columns:

A. Amount on the cash register tape at the start of the period.

B. Amount on the tape at the close of the period.

C. Difference between A and B; i.e., the actual sales.

D. Actual deposit made in deposit bag and locked away by student.

E. Short.

F. Over.

This form is filed by each period's group and the money placed in a deposit box. The cash-register tape is attached so the books may be checked at the end of the day.

Although local purchasing from local jobbers is the best practice, sometimes items cannot be obtained from these sources. There are probably hundreds of sources available to you through the yellow pages of the phone book, through local merchants, etc. (A few companies do business exclusively with college and high school stores.) The listing below may help those who have had difficulty finding sources of merchandise.

Examination review books:

Republic Book Company, 115 East 53 Street, New York, N. Y.

Cambridge Book Company, 6 Varsity Street, New York, N. Y.

Keystone Education Press, 222 Fourth Avenue, New York, N. Y.

College Entrance Book Company, 222 Fourth Avenue, New York, N. Y.

Plastic coated book covers:

Colad Company, Seneca Street, Buffalo, N. Y.

All American Ascorp, 111 North 3 Street, Brooklyn N. Y.

Huber Allied, 158 Lafayette Street, New York, N. Y.

Pencils (high school engraved):

Lowell Pencil Company, 110 Greene Street, New York, N. Y.

All American Ascorp (see above)

Loose-leaf binders:

Trussel Book Company, 16 Cottage Street, Poughkeepsie, N. Y.

Wire-O Corporation, 387 Mansion Street, Poughkeepsie, N. Y.

A school store helps DE students learn about the managerial problems of the store owner. It enables them to make decisions based on experience and gives them responsibilities they could not achieve elsewhere. A store requires a little extra work—no, a lot of extra work—but it is a rewarding experience that benefits the teacher, the students, the school, and the town, all at the same time.



CHARLES B. HICKS, OHIO STATE UNIVERSITY, COLUMBUS, OHIO

AUTHOR'S NOTE: Just to be different, the theme for this year's column will be office customs. If these situations are not found in the average textbook, perhaps it is because no one has had the courage to put them there. Some teachers may wish to censor the material before using it in class, especially if they wish to protect their students from any nonacademic thoughts. I have deliberately tried to provide dictation material that is amusing but not hilarious. If it were hilarious, students would be laughing too hard to hear the dictation.

The first office custom concerns the coffee break. Nine other customs will be discussed during the year. Each column will be marked off in groups of 20 standard words and may be dictated at any desired speed.

1. The Coffee Break

The coffee break is an established American institution. It is more recent, more popular, more time¹-consuming, and more abused than work itself. Since coffee breaks are provided everywhere, you must show management² how skillful you are at this pastime. No matter how urgent something is, for instance, stop for coffee breaks promptly.³ This shows efficiency. Catch up on all office gossip during the break and create additional gossip.⁴ This shows interest, enthusiasm, and initiative. Do not hurry back from coffee breaks. There are several⁵ important reasons for this suggestion. One, you might be all alone when you do get back. Two, you might get⁶ indigestion from too much hurrying. Three, you might find your boss in the middle of three phone calls and five visitors⁷ as he struggles to finish the letter you left in the typewriter. If you wish to find other opportunities⁸ to let your boss know how much you work, remember that he appreciates you best when you are gone.

Occasionally⁹ a young graduate from a reputable school finds herself in an office that does not have a coffee¹⁰ break. It is hard to understand how this could happen in modern times, however, since graduates today know about¹¹ interviews and the importance of asking pre-interview questions. One of these, perhaps the most important¹² question, is "Do you have coffee breaks in your office?" Never, never let a company interviewer hire you¹³ without having to answer a few intelligent questions. You as a possible employee have certain¹⁴ American privileges you must fight for. If you give up too easily, management may think you have no¹⁵ resourcefulness, no knowledge of actual business conditions, or no personal pride. Follow this advice and¹⁶ you'll be blessed with many coffee breaks, some of them, even, on your own time at home. (334)

Preview Outlines

Established, American, institution, abused, for instance, initiative, you might be, indigestion. Occasionally, to understand, pre-interview, one of these, do you have, intelligent, resourcefulness.

ONLY THE BEGINNING

I STARTED my secretarial career at seventeen, fresh from high school. My shorthand teacher, a sweet, mild-mannered¹ lady, had repeatedly spoken about "out in the business world." As she had explained the term, I had thought² that it meant I would be sitting near the desk of an impressive, elderly executive. I would take evenly³ paced dictation at the required words per minute, type letters, and answer the phone.

I would have given up at⁴ the start had I known that during the next twenty years I would be secretary to ten different executives—eight men and two women. I would have been further horrified had I known that, in addition to being a⁵ secretary, I would have to know about the duties of a nurse, ticket seller, musician, radio⁶ technician, human-relations counselor, and merchant.

I soon discovered that being a good secretary is⁷ like learning to dance expertly. To become a good dancer, a girl must learn to follow her partner easily—whether he's light on his feet or clumsy, whether he steps on her feet or kicks her ankles. If she dances with ten⁸ different men, every girl knows that her own dancing is varied in ten different ways.

So it is with a⁹ secretary. Almost more important than the best combination of shorthand, typing, and bookkeeping skills is¹⁰ the ability to be adaptable to many situations and people. She must adapt herself to¹¹ the boss and to his line of work in a way that is not noticeable. Learning to dance is simple by comparison!¹²

Of course, I didn't know most of this at the beginning. I went to the employment agency and secured¹³ a job in the office of a local grand opera company. The job had a social as well as a¹⁴ business side. Season subscriptions were purchased by many "first families" whose patronage we valued. The families¹⁵ were extremely choosy about their seat reservations. Helping them make their selections, keeping

JOSEPHINE C. WALKER

records, and¹⁶ doing the bookkeeping were all part of my work. In addition, famous artists came in to sign contracts. Chorus¹⁷ singers had to be auditioned and notes taken.

When the actual performance came, I had many duties backstage.¹⁸ My efficient and talented employer expected me to be a gracious hostess, never to make an¹⁹ error in the subscription money, and to write excellent letters. At the opera performance, I was not²⁰ to be an awkward seventeen-year-old, but a lovely evening-gowned assistant.

When the opera company²¹ folded after four years, my employer secured a job for me as secretary to a celebrated²² orchestra conductor (no, it wasn't Arturo Toscanini). Being secretary to a famous orchestra²³ leader is a story in itself! But it's enough to say that instead of catering to the public, I²⁴ had to learn to keep people *out*—politely but firmly.

The emphasis was on adjusting to the somewhat²⁵ temperamental moods of a genius who would tolerate no clerical mistakes. He expected worshipful²⁶ devotion, expert shorthand, and an understanding of music—not only from nine to five, but sometimes from nine to²⁷ nine! I basked in his reflected glory for nearly three years before he resigned from the orchestra and left²⁸ the West Coast.

By this time, I had risen in the business world; the name of my former employer was magic. Within²⁹ a week after the job with him ended, a member of the board of directors of the orchestra offered³⁰ me a job with a local radio station. I became the secretary to the program director.

Gone³¹ was my suave, smooth-mannered genius of an employer. Now I was working for a brusque little man who constantly³² smoked an unpleasant-smelling cigar. Here the need for dignity was gone. I had to unlearn much of it to be³³ a "good kid" around

the free, easy give-and-take joking of the radio announcers. It took a little doing,³⁴ but I managed it. And somehow I learned to do my work with the radio blaring either noisy commercials³⁵ or heart-rending soap operas. "Feeds," "logs," and "sustainings" became everyday language.

Later, I switched to³⁶ the engineering end of the radio business. There I worked for a plump, short man in charge of the control rooms.³⁷ But he was more radio engineer than he was executive. There was a great deal of technical dictation—³⁸ and I had to type out six reports with three copies every time the station went off the air for one minute!³⁹

The war came, my husband was sent to an army base in Florida, and I went with him. We were located⁴⁰ in a small country town in which there was little or no business activity. A secretarial job was⁴¹ almost impossible to find.

To have something to do, I helped out "for free" in the Selective Service Office⁴² (Draft Board). It was run by the local clerk, who was a woman. Sending men off to war is a complicated and⁴³ often heartbreaking business. The Government required endless forms and much data.

The hardest part was seeing the⁴⁴ boys off at the bus station. They would be an oddly assorted group of mostly farm boys. Their wives, sweethearts, and mothers⁴⁵ would cling to them until the last minute before they had to board the bus for the induction center. Then we⁴⁶ would go back to the office and begin all over again with another group. Being a secretary in⁴⁷ that office took more heart than shorthand ability.

After a time, my husband and I were transferred across the⁴⁸ State to a major city. During the war, the demand for secretaries was great. When I applied for a job⁴⁹ in a large department store, the only question they asked after looking at my application was, "Could you begin⁵⁰ right now?" Of course I could—and so I became secretary to the headman in a good-sized department store⁵¹ that has since grown into a chain of stores.

The great need for secretarial help and my "northern" energy made⁵² a happy combination. Few holidays, long hours, night openings of the (Continued at bottom of next column)

ONE OF THE THINGS Susan liked about the job was the way people perked up when she said she worked for Kids, Incorporated.¹

"Kids, Incorporated? What's that?" they'd ask. Then Susan would explain, "It's a nonprofit organization² that helps children who are in trouble or without homes. You know, like the Heart Association or the Cancer³ Society. Only we specialize in children. We run campaigns for fund raising, sponsor summer camps—things like that."⁴

"What do you do there?" they'd ask next, and here her tone would sour a little.

Oh, the job of working as private secretary⁵ to Mr. Phillips, the publicity director, was an important one. But the pesty, mean slave driver⁶ of a boss could get anybody's spirits down.

"Miss Coleman."

Susan winced now at the sound of his voice and quickly⁷ rolled the letter she had just finished typing out of the machine. The letter had taken less than ten minutes⁸ to transcribe—practically a world's record! "Old fuddy-duddy," however, couldn't wait for her to bring it in.⁹ He had to go hollering for it.

Leaving her desk, Susan took the letter into his adjoining office. He¹⁰ was seated in his swivel chair by the window, peering through thick-lensed glasses at some speech he was preparing for¹¹ the mayor's banquet. He was always deeply engrossed in his work, Susan thought. Sometimes she wondered if he was¹² really human.

Finally he turned in his chair and looked up at her, blinking—another habit that he had. Taking¹³ the letter from her, he read it carefully, frowning once or twice. Finally, to Susan's relief, he reached over¹⁴ and signed it without a comment.

"Get that out special delivery, please. Now, you still have that letter

store, and the ever-increasing pressure⁵⁵ to obtain new business made some of my former jobs look like play.

Being a secretary in a retail⁵⁶ store is like pouring water into a bucket with a large hole in it—and even now I'm continuing to⁵⁷ pour! High markup, low markdown, improved gross margin and profit are the order of the day. And the boss doesn't say⁵⁸ "good morning." He says, "What were yesterday's sales?"

Shorthand and typing are important necessities to a secretary—⁵⁹ most certainly they are—but the phase of "learning to dance" is important, too. And I've learned many a polka⁶⁰ in my secretarial life. (1206)

"Four."

"Hmmm." He screwed up his eyes at her. "Thought I asked for five."

"You asked for four, Mr. Phillips," she answered⁶¹ coldly.

"I see. Well, it's no matter. Run off another copy on the photocopying machine. I'd like⁶² Mr. Hawthorne to see these figures." Dropping the report on her desk, he limped back to his office. He had some⁶³ trouble with his foot, and on damp days like today he had a tendency to limp.

Susan took off her coat and hung⁶⁴ it up with angry, abrupt motions. You'd think she was a machine, the way he treated her. All he had to do was⁶⁵ push a button, and, like a mechanical toy, she'd go into action. Never a word of thanks if she stayed⁶⁶ overtime or a word of praise for the good work she did. But just let her make an error—oh, brother—she'd hear about⁶⁷ that soon enough. Yes sir, Susan decided, she wasn't going to wait until she could cool off. She had had it.⁶⁸

Surprisingly enough, Mary Carstairs did not seem at all surprised when Susan blurted out her story.

At thirty,⁶⁹ Mary was already assistant personnel director of the company. She was wise and experienced⁷⁰ and listened patiently to Susan's request for a transfer. Then she took out Susan's personnel record and⁷¹ looked it over.

"Four months to the day. That's the longest anyone has stayed with Mr. Phillips in the last two years."⁷²

Susan was surprised by this frank statement, but she did not comment.

"There are two openings," Mary continued. "Mr.⁷³ Thompson in accounting is looking for a secretary, and so is Mr. Lewis. Take your choice."

Susan⁷⁴ frowned. "Is it that easy?"

Mary smiled gently. "For you it is. Here, read this." She handed Susan her own personnel⁷⁵ card, another radically unorthodox action. Susan gazed at the card with astonishment. Under the⁷⁶ heading of "Employee Evaluation" she saw the most glowing tributes that any boss could possibly pay⁷⁷ an employee.

"But I don't understand—"

Mary took back the card. "It's really quite simple. Mr. Phillips is⁷⁸ very fond of you. He thinks you're the best secretary he has ever had. And naturally, if Mr. Phillips⁷⁹ likes you, that's recommendation enough for Mr. Thompson, Mr. Lewis, or anyone else."

Susan shook⁸⁰ her head. "But Mr. Phillips has always been so—"

"Stuffy?"

She looked up to meet Mary's gaze. Her voice was defiant.⁸¹ "Yes. Stuffy

(Continued on next page)

and unreasonable and selfish—"

"Hold on, now. Maybe stuffy and unreasonable—but not selfish.⁵² I know Mr. Phillips too well to let that go by. You see, dear, your boss' problem is that his mother died⁵³ at birth and his father abandoned him soon after. He spent his entire childhood being shifted from one foster⁵⁴ home to another. He knows first hand what it means for a child to be without roots and love. He's a dedicated⁵⁵ man, Susan. Kids, Incorporated is not just a job to him, as it is to most of us. It's a religion,⁵⁶ a way of life."

Back at her own desk, Susan saw her boss in a new light. It's true, she thought, he *is* a slave driver,⁵⁷ but he drives himself hardest of all. Lunch on the run, fighting back fatigue, living and thinking Kids, Incorporated.⁵⁸ She realized, too, now that she knew about him, that what she had inter-

preted as indifference was more⁵⁹ correctly preoccupation — preoccupation with children and their problems. Somehow she knew she would no longer⁶⁰ mind working so hard; in fact, she felt she would enjoy it.

Once, after Mr. Phillips had dictated an⁶¹ especially effective letter to the head of a university, she said impulsively, "I think that was⁶² wonderful, Mr. Phillips. I know that will bring just the reaction we want."

He blinked up at her in pleased surprise.⁶³ "Why, thank you, Miss Coleman. It was kind of you to say so." Momentarily then, a flicker of warm understanding⁶⁴ passed between them. Susan knew instinctively that the shell had been broken, that they would get along splendidly⁶⁵ from now on.

A few days later, Mary Carstairs approached Susan in the cafeteria. "Been meaning to call⁶⁶ you," she said,

a twinkle in her eyes. "There's a wonderful new opening. Secretary to the president."

Susan⁶⁷ said in alarm, "But I've changed my mind. I want to stay with Mr. Phillips."

Mary laughed. "You will stay with him! Mr.⁶⁸ Phillips is our new president. The official announcement is coming through tomorrow."

Susan found that there⁶⁹ was a lump in her throat. "Mary, I want to thank—"

The other woman placed a restraining hand on her arm. "Please don't⁷⁰ thank me, my dear. I did it mainly for Mr. Phillips. Nothing must stand in the way of what he is doing for⁷¹ children." She gave Susan a gentle smile. "You see, having spent most of *my own* childhood in orphanages, I can⁷² appreciate the importance of his job — and yours." (1449)

FLASH READING*

You're on Your Own

MARGARET OTTLEY

HAVE YOU THOUGHT OF THE BIG STEP you will take when you begin working? You have had a guide since you arrived on this scene,¹ right to the day you start your business career.

The family guides you most in the beginning; and, as you grow, they² check on what you eat, whom you play with. Later, when you are in your teens, they exhibit even more caution as to³ the girls and boys you associate with. The family is glad to give protection and offer co-operation⁴ or criticism when you feel the need for their help.

For years and years you have had teachers to tell you what you should⁵ do and when you should do it. Your teachers would often tell you when you should do some special preparation and on⁶ what portions of the text. They would caution you when your actions became excessively annoying. They helped you decide⁷ on the training course that would fit your needs.

The day you finally become a working girl may well be the⁸ initial occasion for planning your own course of action step by step and day by day. You will have to prepare your⁹ own business schedule so that

each job is finished with dispatch. If a job is a deliberate check on your skill¹⁰ or your boss simply decides you should be familiar with a vital operation even though you have been on¹¹ the job for only a day or so, you will be on your own. You may only be on trial, but the boss will be¹² very much annoyed if you do not show signs of a thorough knowledge of the job at hand. He may well be extremely¹³ annoyed if you do not know all phases of the routine.

There is no teacher, no family to aid you then.¹⁴ You have a boss, but the boss has a job of his own. Besides, he knows you were given help in learning the operation,¹⁵ and you know he believes you should now be able to handle it. So, you see, you have to learn each job¹⁶ thoroughly and you have to plan jobs, too; you must know which you should attack with no delay and which you can put off.

I¹⁷ think, and I believe you will agree, that it would be wise to begin planning each day. You might begin by planning¹⁸ your home and school chores in preparation for your business career. If you can learn to plan and live by your plan before¹⁹ you become a business girl, you have the door more than half open to broader horizons. (396)

OGA MEMBERSHIP TEST

The Treasure House

Our mind yields up hidden and forgotten treasures of ideas and facts if we explore it. Most of us know more¹ than we think we know!

It is a good idea, therefore, to visit our mental attic occasionally and² look around. We may find it an advantage to dust off some of the ideas stored there and to replace outmoded³ facts with others that are up to date. Sweeping the cobwebs out of our mind is a refreshing habit to get⁴ into. Rearranging the facts stored in it not only helps us to become acquainted with them once again, but⁵ makes way for other facts and information that we may have use for.

Such mental visits to the storehouse of our⁶ minds keep us from becoming stagnant and falling into a rut. (131)

JUNIOR OGA TEST

Not A Drop To Spare

On the 29th floor of the tallest building in Rockefeller Center, an executive of the Standard¹ Oil Company sat in his chair the other day—and the chair squeaked.

So the big boss told his secretary to get² some oil and oil it. She couldn't find any oil, so she told the office boy to get some. He couldn't find any,³ so they asked the office manager. The office manager couldn't find any, so he asked the head of the stock⁴ room. The head of the stock room couldn't find any, so the Standard Oil Company had to make out a requisition,⁵ have it signed by three of the officials, and send the office boy down to Sixth Avenue to buy a dime's worth. (120)

*Vocabulary limited to Chapters One through Three of *Gregg Shorthand Simplified*.

Professional

Report

NEWS SPOTLIGHT

TV May Ease Classroom Crisis

. . . according to educators from Florida, Maryland, Pennsylvania, and Virginia in panel of Associated Public School Systems held at Teachers College, Columbia University, New York. John Brewbaker, superintendent of schools, Norfolk, Virginia, said TV classes in cafeterias and auditoriums had relieved load on regular classrooms and eliminated need for some part-time classes. He said classes of as many as 100 students can be formed for TV classes in some subjects. Four teachers are normally needed for a group of this size, but he reported that TV relieved one or two for other duties. Brewbaker predicted that in the future, TV may enable schools with a faculty of 50 teachers to get along with two or three less teachers on its staff.

Jack White, director of educational TV station WQED, Pittsburgh, emphasized to the panel the necessity of briefing teachers on the content of telecasts and their relation to classroom work. "The greatest use of educational TV," he said, "is being made by good teachers, who use it as a tool, and poor teachers, who use it as a crutch." He said the real problem, however, was to convince the middle group, the average teachers, that they were not in competition with the TV teachers. The panel concluded with an acknowledgement of the need to co-ordinate open-circuit systems as closely as possible with the teaching schedule in each individual classroom.

Bright Students Should Not Shun Business Education

. . . declared Herbert A. Tonne to a group of business-education teachers attending a summer session at the University of Illinois. Tonne, professor of business education at New York University, assailed the recommendations of former Harvard University president James B. Conant and others who would outlaw vocational subjects from the high school education of bright students.

"I challenge Mr. Conant," said Tonne, "to find high school bookkeeping, as presented in the three most widely used texts, lacking in intellectual content."

. . . We need workers in business with IQ's above 110 as well as below."

Doctor Conant's idea is for bright students to take five "solid" subjects each year of high school—English, history, science, mathematics, and languages. "No group of subjects," declared Tonne, "has a monopoly of power to train the mind."

PEOPLE

• James A. Hart has been named dean of the College of Commerce of DePaul University, Chicago. He had been chairman of the department of management at Fordham University, New York.

Doctor Hart assumes the leadership of the largest collegiate school of business under Catholic auspices in the United States. Its 3,500 students choose a curriculum from accounting, business education, economics, finance, general business, management, and marketing.

• John L. Pineault has been named assistant dean of commerce at Ferris State Institute, Big Rapids, Michigan. He formerly taught law and business administration at Northern Illinois University, DeKalb.

Doctor Pineault will divide his time at Ferris between teaching and



JOHN L. PINEAULT

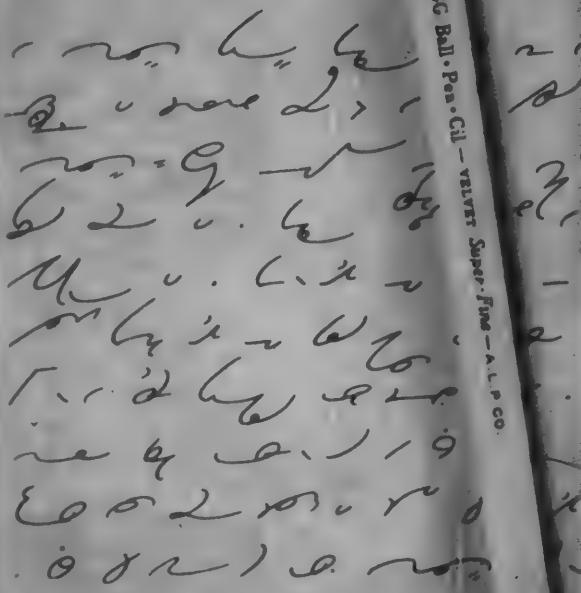
. . . new dean at Ferris

administrative duties, including curricular planning. Approximately nine hundred full-time commerce majors are expected to enroll at Ferris for the 1958-59 school year.

Doctor Pineault has taught in Massachusetts high schools, the Packard School in New York, and Minn-

(Continued on next page)

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esota Teachers College, Mankato. For several years he had been a member of the President's Advisory Committee at DeKalb.

• Mary LaVerne Bell, professor of business education at San Francisco (California) State College, died in June, forty-eight hours after collapsing on the college campus. Death was attributed to a heart attack.

Doctor Bell, crippled by polio while still in high school, was a nationally known authority on business education and office management. She was consultant to many large business corporations and the author of numerous articles and books on business behavior, advanced speed typing, and tested timed writing. She joined the San Francisco State staff in 1950 and was elevated to full professor in September of last year.

Doctor Bell, despite her physical handicaps, earned a doctorate in education from the University of Oklahoma, Norman, while holding teaching and secretarial positions in the State. She was an active member of NOMA, NSA's Institute for Certifying Secretaries and was on the staff of the *UBEA Forum*. Two days after her death she was to have been installed into Theta Alpha Delta, national honor society for women in business education.

• Guy H. Dittamo, chairman of the business-education department at Midland Park (New Jersey) High School, has been named manager of the magazine, *American Business Education*. The quarterly is a joint publication of NBTA and EBTA. Dittamo succeeds Louis C. Nanassy, who served as business manager the past two years.

• Edward E. Byers has been named academic dean of the Chandler School for Women. Doctor Byers recently received his Ed.D. degree from Boston University. He is coauthor of *Dictation for the Medical Secretary*.

• Marie E. Reynolds has been appointed director of the Division of Pupil Personnel Services for Johnson City, New York. In her newly created position, Miss Reynolds will be in charge of guidance and placement counselors, nurses and dental hygienists, the school physician and psychiatrist, teachers of handicapped children, and similar personnel.

Miss Reynolds will continue as head of the commercial department at Johnson City High School until a successor can be named. She has taught in Johnson City schools since 1935. In 1955, she was named NOMA's business teacher of the year.

• Mrs. Mary M. Smith was named NACBS's "Miss Secretary of 1958" at a special luncheon at the Sheraton-Carlton Hotel, Washington, D. C. Mrs. Smith is a graduate of the North Alabama College of Commerce, Huntsville, and has been employed the past eight years at the Thiokol Chemical Corporation, Redstone Division, Huntsville. She is now technical secretary to Joseph Pelham, chief of the Test and Inspection Department at Thiokol.

"The most difficult part of my job," Mrs. Smith said, "is the technical and scientific terminology. More extensive training along these lines for secretaries could greatly help our national defense." She urged all young girls to "take as much training as possible in order to become the top secretary of tomorrow."

Runners-up in the competition were Johanne Curran, of Washington, D.C., and Leatrice U. Youth, of Honolulu, Hawaii. Miss Curran is secretary to Edward P. Morgan, national news broadcaster; and Miss Youth is secretary to Major John Moran, Chemical Officer, Headquarters, U. S. Army, Hawaii.

Presiding at the special luncheon was Robert W. Sneden, vice-president of NACBS. Attending was Senator John J. Sparkman of Alabama.

The competition is sponsored by NACBS each year to focus attention on the vital contribution of the secretary to the American way of life.

• Naomi Catherine McLean, owner of The Star Stenographic School of Business, Winston-Salem, North Carolina, has been named "Outstanding Business Woman of the Year" by Beta Alpha chapter of Iota Phi Lambda sorority.

Miss McLean established The Star Stenographic School in 1941, two years after opening the first Negro stenographic office in Winston-Salem. She has been a summer instructor at North Carolina State College, Durham, and is an active member of the NAACP.

GROUPS

• The Mountain-Plains BEA held its annual convention at Rapid City, South Dakota, in June. Two hundred teachers attended.

New officers are: president, F. Kendrick Bangs, University of Colorado, Boulder; vice-president, Ruben J. Dumler, St. John's College, Winfield, Kansas; secretary, Agnes M. Kinney, North High School, Denver, Colorado; treasurer, E. P. Baruth,

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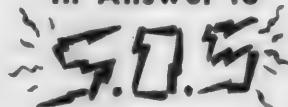
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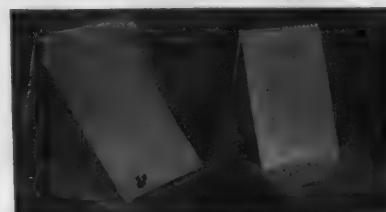
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McCook (Nebraska) Junior College; and program chairman, Lloyd Garrison, Oklahoma State University, Stillwater.

The 1959 convention will be held from June 18 to 20 in Oklahoma City.

- The New Jersey BEA has elected the following officers for 1958-59: president, Mary F. Bierstadt, Red Bank High School; vice-president, Walter A. Brower, Rider College, Trenton; secretary, Florence C. Adamo, Vineland High School; and treasurer, A. Margaret Morrison, Union High School.

Executive board members are: Harry W. Lawrence (past president), James A. Allen, Irene Allott, Lillian K. Chance, Ruth Danforth, Anthony Jannone, Albert J. Rossi, and Robert D. Joy. Editor of the *Business Education Observer* is Rose De Rosa.

The annual fall business meeting will be held at the Hotel Shelbourne, Atlantic City, on November 7. The main speaker will be L. Millard Collins, IBM, New York.

- The Canadian Business Schools Association held its annual convention from August 2 to 4 at St. Catharines, Ontario. Featured speaker was Walter Markle, past president of the Toronto chapter of NOMA.

- The Michigan Business Schools Association held its annual meeting at Saginaw this spring. New officers are: president, Robert Jewell, Muskegon School of Business; vice-president, Louis Bork, Northeastern School of Commerce, Bay City; and executive secretary and treasurer, J. Arthur Ebersol, Lansing. Board members are Bonnie Herman (ex officio), Louise Grooms, Martin Wynalda, and Ruth Dorsey.

- The New York State BTA held its annual convention at Syracuse in May. New officers are: president, Emily D. Thompson, East High School, Rochester; vice-president, Mary Honcharik, Ithaca High School; corresponding secretary, Norma J. Kerper, Johnson City High School; recording secretary, Royann Salm, State College for Teachers, Albany; and treasurer, Wayne W. Pickett, Oneida High School.

A one-day business conference and luncheon was scheduled by the Association on November 1 at Binghamton. The next annual business meeting will be held May 1 and 2, 1959, in Buffalo.

- The Connecticut BEA held its fifty-fourth annual convention in May at the University of Connecticut, Storrs. Guest speaker was Vance

Packard (*The Hidden Persuaders*).

The following officers were elected: president, Agnes K. Fahe, Middletown High School; vice-president, Charles Seney, Putnam High School; secretary, Helen K. D'Apice, Middletown High School; and treasurer, Josephine Cribbens, Amity High School, Woodbridge.

- Business-education sections of the Texas STA held their annual conventions earlier this year.

District V met at Fort Worth. New officers are: chairman, Ruth Anderson, North Texas State College, Denton; vice-chairman, Zada Wells, Woodrow Wilson High School, Dallas; secretary, Elizabeth Winzer, Arlington State College, Arlington; and treasurer, Lucille Hoffman, Birdville High School, Fort Worth.

District VIII met at Longview. New officers are: chairman, Mary Lou Harbour, Mt. Pleasant High School; vice-chairman, Eloise Roark, Longview High School; secretary-treasurer, Mrs. Raymond Dixon, Paris High School; and TBEA representative, Graham Johnson, East Texas State College, Commerce.

- The Ohio Business Schools Association held its annual convention in Dayton during May. New officers are: president, Charles E. Spitzer, Ohio Institute of Business, Wooster; vice-president, Olive Parmenter, Tiffin University, Tiffin; secretary, J. V. Thompson, Steubenville Business College; and treasurer, Ruth Davis, Davis Business College, Toledo.

- The St. Louis Business Educators Association held its annual convention this spring. Featured speaker was George E. Mowrer, director of guidance services, St. Louis Public Schools.

New officers are: president, Audrey Seibert, Roosevelt High School; vice-president, Nell Mabry, Central High School; secretary, Clara Mutshnick, Beaumont High School; and treasurer, Whynell Aston, O'Fallon Technical High School.

- The Illinois Business College Association held its annual meeting this spring at Springfield. The following officers were elected: president, Dana Colbert, Champaign; vice-president, Floyd Marshall, Quincy; secretary, Bernita Alderson, Springfield; treasurer, Lowell Doak, LaSalle; and board members, Earl Fox (at large) and Roger Sparks (ex officio).

- The Commercial Education Association of New York City and Vicinity elected as president for 1958-

59 Murry Weinman, Central Commercial High School. Other members of the board of executives are: first vice-president, Sigmund Pfeffer, New Utrecht High School; second vice-president, Nathaniel Shaw, Riverside Business and Secretarial School; treasurer, Catharine M. Sheehy, Central Commercial High School; and secretary, Sally Van Bokkelen, Fort Hamilton High School.

Board members are A. J. Kestenbaum, Sydney Klevorick, Eugene Corenthal, and Margaret Killelea. Affiliated associations and their presidents are: Accounting and Commercial Law Teachers Association, Morris Tarr; Gregg Shorthand Teachers Association, William S. Sakson; Pittman Commercial Teachers Association, Seymour Rosen; Distributive Education Association, Arnold Scolnick; and Private Schools Association, Kenneth Williams.

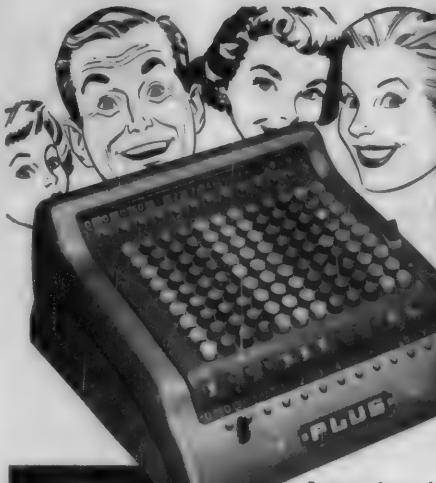
The following were named committee chairmen: Julius Tutnauer, Martin Quaile, Gretchen Kollner, Claire Burgoine, LeRoss Parker, Nathan Baltor, Gertrude M. Kufahl, Mary Ellen Oliverio, Margaret Gross, Adrienne Frosch, Marguerite McArdle, Aaron Buchwald, Ester Flashner, Dorothy H. Schwartz, May M. Collins, Conrad Saphier, Helen R. Klein, and Samuel Shapiro.

• The Ohio Business Teachers Association held its thirtieth annual convention at Toledo earlier this year. T. James Crawford, Indiana University, and Frank E. Liguori, University of Cincinnati, demonstrated the teaching of typewriting by television.

New officers are: president, Mrs. Mary O. Houser, Libbey High School, Toledo; vice-president, John F. Kuechenmeister, Western Hills High School, Cincinnati; and secretary-treasurer, Mildred C. Siefert, Cuyahoga Heights High School, Cleveland. Other officers are: membership chairman, John Roman; editor of publications, Lohnie J. Boggs; assistant editor, Mrs. Willadene Gorrell; business manager, Marguerite Appel; advertising manager, Dorothy Miller; and advisory council, Robert Kriegbaum, Galen Stutsman, John C. Frakes, Mrs. Mabel Collins, and Harold Leith.

• The sixth annual Northwestern Michigan Business Education Conference will be held at Ferris Institute, Big Rapids, on November 8. Featured speakers will be J. Marshall Hanna, Ohio State University, and Hamden L. Forkner, Columbia University (retired). Director of the conference will be Robert L. Hitch, Ferris Institute.

(Continued on next page)



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THE WORLD'S FIRST Institute of Typewriting was held this summer at the University of North Dakota, Grand Forks. John L. Rowe (above) directed the program. Attendance reached 500, exceeding all expectations.



OHIO BTA officers were elected recently in Toledo. They are (front row): John Kuechenmeister, vice-president; Mrs. Mary O. Houser, president; Mildred Seifert, secretary-treasurer; and Dorothy Miller, advertising manager of Ohio Business Teacher. (Rear row): Lohnie J. Boggs, editor of publications; Willadene Rominger, assistant editor of publications; Marguerite Appel, business manager; and John C. Roman, membership chairman.

through the camera eye



MARY M. SMITH, Huntsville, Alabama, is NACBS "Miss Secretary of 1958." (See story, page 49)



NINE NEW YORK CITY students receive OEA scholarships. They are (left to right): Anita Varesio, Helen Kefalas, Carol Ann Ennis, Liberata Masi, Virginia Virgilio, Antonina Bernardo, Grace Beda, Mary A. Rocha, and Phyllis Forgash. Attending presentation are William Jansen, retiring superintendent of schools; Alexander Massell; Arthur Richmond, OEA president; Mrs. Claire Burgoyne; C. Frederick Pertsch; Mary Sahora; Maurice Hopkins; LeRoss Parker; and Joseph Gruber, director of business education. (See story on page 52)

New Business Equipment

Portable Types Standard Line

A new portable typewriter from Remington Rand is the first of its kind to handle full-sized letterheads lengthwise and to type a standard 10.3-inch line. The Quiet-rriter Eleven Portable has a keyboard identical to those on standard Remington machines.

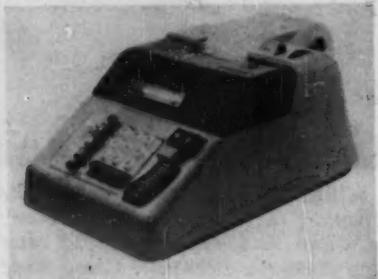
The new machine comes with Miracle Tab, a new tabulator that allows you to set and clear tab spots



right on the keyboard. The Eleven comes in four decorator colors: white sand, mist green, French gray, and desert sage. It is priced at \$136.95, including case. For further information, write to Remington Rand Division of Sperry Rand Corporation, 315 Fourth Avenue, New York 10.

Fast, Light Adding Machine

The Olivetti Electrosomma 22, a fast adding machine with a 13-column total capacity, weighs only 22 pounds and can be moved easily from desk to desk by an office girl. The machine also has a credit balance indicator and an automatic date



or code printer, features not previously available on an adding machine.

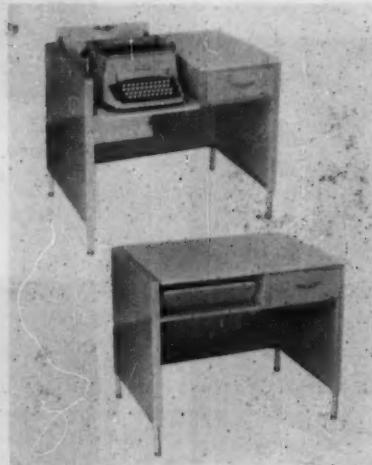
The 10-key electric has direct subtraction, credit balance, and other regular features of an adding

listing machine. It has an extra-large add bar and double and triple zero keys. The Electrosomma sells for \$345, plus \$18.95, FET. It is marketed by the Olivetti Corporation of America, 375 Park Avenue, New York 22.

"Hide-A-Way" Typewriter Desk

First it's a flat-top office desk with a drawer; then it converts instantly into a typing desk. This is the new "Hide-A-Way" steel typewriter desk that affords suitable legroom when the typewriter is not in use and a platform that holds the typewriter secure when the compartment is being opened and closed and when the machine is being used.

The desk has a steel understructure and a Fibresin plastic top in natural birch. The platform is of $\frac{3}{4}$ -inch plywood finished with plastic molding. The desk is 38 by 26 $\frac{1}{2}$ by



30 inches; shipping weight is 100 pounds.

Write to ask about the "Hide-A-Way" Typing Desk with Drawer (Model 601) to Smith System Manufacturing Company, 212 Ontario Street, S.E., Minneapolis 14, Minnesota. The desk is available without the drawer (Model 600) at a lower cost.

Portable Stereo Tape Recorder

Magnecord has announced its newest professional tape recorder, the "728" stereophonic model, which is available with matching speaker-amplifiers in attractive luggage cases. Weighing 40 pounds itself, the 728 is available in two models, one operating at 3 $\frac{3}{4}$ or 7 $\frac{1}{2}$ inches a second and the other at 7 $\frac{1}{2}$ or 15 inches per sec-

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ond. Maximum reel size is 10 $\frac{1}{2}$ inches.

For further information on the 728 stereo recorder, write to the Magnecord Division, Midwestern Instruments, Inc., Tulsa, Oklahoma.

Sort Your Slides

Here's the easy way to sort your photographic slides. The Slide-Sorter consists of a translucent plastic surface, behind which is a 40-watt bulb whose light is reflected evenly through the plastic. Up to forty slides may be placed on the plastic surface. The slides are seen in their true colors and then picked up in the order desired. There is no need to hold individual slides up to a color distorting light or window.

The Slide-Sorter is manufactured by The H. E. Geist Company, 8620 Lorain Avenue, Cleveland 2, Ohio.

New Products at a Glance

- Tack-N-Taker: lipstick-size cylinder affixes papers to bulletin boards by means of ring-shaped tacks. A push of hand inserts or removes tacks from wood, linoleum, etc. Priced at \$5.95, with 100 reusable tacks. Manufactured in Switzerland; distributed by Colorfix Import Company, 1409 Willow Street, Minneapolis 3, Minnesota.

- Teacher's desk: three drawers, tubular steel legs; modern style; 28 by 48, or 28 by 54 inches; laminated finish. Dept. TD, National School Furniture Company, Odenton, Maryland.

- "Hanco" posture chairs and stools: automatic "Lift-Lok" mechanism adjusts 8 inches. Made by Garrett Tubular Products, Inc., P. O. Box 237, Garrett, Indiana.

More **ROYAL ELECTRICS** are being bought in schools today than any other make...

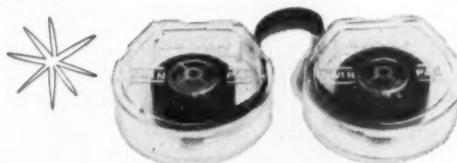
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